

Parent-Student Handbook

Upper School (6-12)

2020-2021

Revised as of July 27, 2020

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I. OUR VISION AND MISSION STATEMENTS

A. Vision Statement

We believe all students should be immersed in the best our tradition has to offer. We believe all students can be active and useful participants in the ongoing and enduring conversation that is a vibrant civilization. We believe all students can be formed in a habitual vision of greatness that makes lifelong learners of the doctor and the mechanic, the homemaker and the professor. Thomas MacLaren School strives to build a lasting community of learners in which each student is the agent of his or her education.

We at Thomas MacLaren School believe that all young men and women deserve the same quality education, regardless of their ethnicity, gender, or socioeconomic background. All students, not only those wealthy enough to attend private schools or to earn places in specialized public schools, deserve to study the best that the Western tradition has to offer.

B. Mission Statement

From the seminar to the science lab, from the music room to the playing field, Thomas MacLaren School begins with the conviction that *all human beings can know truth, create beauty, and practice goodness*. To that end, we expect students to develop basic tools of learning, ordered basic knowledge, moral seriousness, breadth and depth of imagination, artistic ability and sensitivity, and a sense of wonder.

We believe all students can be active and useful participants in the ongoing and enduring conversation that is a vibrant civilization. Jacques Maritain, the French philosopher, described education as a human awakening. The goal of Thomas MacLaren School is to develop young men and women who are fully human and fully awake to the world.

II. EDUCATIONAL PHILOSOPHY

The educational goal of Thomas MacLaren School is the cultivation of the intellect, which includes both true knowledge and sound habits of mind. The MacLaren curriculum is structured by the three essentials of all education: ordered basic knowledge, basic skills or tools of learning and the habitual vision of greatness.

The cultivation of the intellect – or “learning” – is the engagement of the mind and imagination with reality. It is an activity that is essential to a fully human life. As one modern philosopher described it, education is the process of a human awakening. That is our goal: to awaken our students’ desire to engage their minds and imaginations with reality and become more fully human in the process. Our curriculum and teaching methods, then, are not intended to introduce our students to “school” or “schooling,” but to a culture where ideas and the expression of the human mind and spirit matter.

Learning begins with acquiring knowledge in an ordered way. We believe there are things which all educated adults ought to know, so MacLaren students follow a common academic core curriculum which includes seven years of mathematics, history, science, writing, literature and foreign language (four years of Latin, three years of modern language). All educated adults should also be able to appreciate and, to some extent, create works of beauty, so MacLaren

students also take seven years of music, four years of drawing and painting, and two years of drama.

While *what* a student learns is important, *how* a student learns is just as important. We believe, in fact, that education is not simply a matter of acquiring important facts and skills, but also of acquiring habits of mind that enable a student to become a learner in every environment. Thus, we constantly emphasize that the student is the main agent in his or her education. Students who fail to see for themselves fail to learn. Rather than receiving knowledge passively, each student must actively apprehend concepts, perceive relationships and express knowledge in written and spoken forms. This is why we envision MacLaren as a community of learners. Each member of this community, faculty and student alike, is called to pursue his or her own education, with the understanding that we learn far more together than we could on our own. Thoughtful and imaginative participation is, then, required of every student.

This emphasis on active learning lies behind many of the distinctive features of MacLaren. We aim to separate boys and girls in the classroom, we almost always read original texts and documents rather than textbooks, and we use seminars, frequent writing exercises, studios and laboratories to make the courses performance-based. All these strategies keep students actively engaged in learning and help them become truly educated human beings, that is, people who can learn and think on their own.

III. THE UPPER SCHOOL CURRICULUM

A. Graduation Requirements (Revised Feb 2017)

As a guiding principle, we want every student to complete the entire academic program at MacLaren. The program is a unified whole which expresses our vision of education.

Reasonable adjustments and special arrangements for specific students are made only for serious reasons. For example, in rare occasions students have had the language requirement waived to allow extra time for ELL services. Seniors who fail a course in their last semester may be required to register for summer school for credit recovery to receive a MacLaren diploma.

One semester credit is awarded for a class that meets 5 times weekly for 55 minutes per meeting. One-half semester credit is earned for a class that meets 2 or 3 times a week.

Below is a table of MacLaren's graduation requirements for the high school. We have also listed for comparison the requirements from the Higher Education Admission Requirements (HEAR), which are the requirements set forth by Colorado as standards for college entrance beginning in the year 2010. As one can see, MacLaren clearly exceeds all Colorado admission requirements:

Subject Area	MacLaren	HEAR
English Language Arts	8	8
Social Studies/History	8	6
Mathematics	8	8
Science	8	6
Physical Education	2	
Humanities	4	
Foreign Language	6	2
Fine Arts	10	
Academic Electives		4
TOTAL	54	

Thomas MacLaren’s Division of Credit Hours:

- Students will obtain their Physical Education requirements by documenting at least 24 hours of athletic activity per year; this could include participation in a team sport. This is required in the 6th through 10th grades. Students will receive one credit per year.
- Humane Letters seminars are counted at two and one-half (2 ½) units per semester. The ninth and tenth grade Humane Letters seminars are distributed as one unit of history, one unit of literature, and one-half unit of composition. The eleventh grade Humane Letters course is distributed as one unit of history, one unit of literature, and one-half unit of philosophy. The twelfth grade Humane Letters course is distributed as one unit of history, one unit of literature, and one-half unit of economics.
- The 9th grade American Studies Humane Letters includes civics and government.
- Science: 6 of the 8 credits with lab
- Fine arts credits: 6 credits music, 2 credits art, 2 credits drama

Grading Scale

The school issues a grade for each course. The grade is a cursory but accurate summary of the written evaluation. Below is the grading scale used for all grades:

100-94	A	76-73	C
93-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	Below 60	F

The following high school courses are weighted +1 in a student’s cumulative GPA to reflect the rigor of the program:

- Humane Letters: 9-12
- Mathematics: 9-12
- Science: 9-12
- Language: Latin IV and Greek
- Fine Arts: Orchestra IV and above

Compliance with College and Career Readiness (HB 07-1118)

Due to the cancelation of state assessments in the spring of 2020, the Graduation Requirements of HB 07-1118 have been postponed one year. They will go into effect for the Graduating Class of 2022.

A. Completion of an Individual Career and Academic Plan (ICAP).

Individual Career and Academic Plan (ICAP) - a multi-year process that intentionally guides students and families in the exploration of career, academic and postsecondary opportunities (see 1 CCR 301-81, 2.00(2)).

B. Demonstration of one of the following: Below are the minimum scores required in both Math and English Language Arts assessments taken during high school from the Colorado Board of Education approved menu of College and Career Ready Demonstrations:

Demonstration	English	Math
ACT	18	19
SAT	470	500
Accuplacer or other state-approved equivalent*	62	61
Capstone project	Collection of student portfolio including: <ul style="list-style-type: none"> • performance in 11th and 12th grade Humane Letters (with portfolio of assessments and essays as demonstration of performance) • performance in 10th & 11th grade project for Project Week (rubrics available to assess performance) • performance in 11th and 12th grade Oral Exams (Humane Letters) 	Collection of student portfolio including: <ul style="list-style-type: none"> • performance in 11th and 12th grade Math and Science (with portfolio of assessments as demonstration of performance) • performance in 12th grade physics project for Project Week (rubrics available to assess performance)

*MacLaren does not offer the Accuplacer test, but students can take this test on their own and submit scores if they do not want to use their ACT or SAT scores.

C. Completion of the requirements and goals as listed on a student’s Individual Education Plan (IEP), which may include a modified course of study. Special education students will be provided multiple pathways to demonstrate competency and earn a diploma through the use and attainment of one or more of the following:

- a. As appropriate, use the same competency measures and demonstrations that provide meaningful and rigorous options for non-special education students.
- b. Individualized, standards-based Transition Individualized Education Plans (IEPs) that move the students toward identified postsecondary goals and competencies.
- c. Extended Evidenced Outcomes (EEOs), when appropriate. Apply, as appropriate, workforce readiness competencies and industry standards to provide opportunities and experiences for special education students that lead to successful post-school outcomes. Allow for flexibility with transfer of special education students to demonstrate competency toward diploma attainment.

Other eligibility considerations to meet graduation requirements

- 1. Credit from other institutions and home-based programs
 - a. All students entering from outside Thomas MacLaren School must meet with the College Counselor to discuss the impact of the transfer on their transcript.
 - i. The College Counselor, in consultation with the Head of School, shall determine whether credit toward graduation requirements shall be granted for courses taken outside of MacLaren.
 - ii. MacLaren will expect students to complete the course of study offered upon enrollment, but understands that as we only offer one course of study that some students may be missing certain courses. For example, many transfers coming in past 9th grade are missing Biology and American History. The College Counselor will explain the expectations of selective colleges and universities: in general, students will be required to make up credit expected according the HEAR standards and highly encouraged to make up MacLaren credit from outside institutions.
 - iii. However, all credit from outside institutions or through online programs must have prior approval from the school principal/designee. Exceptions to this policy must include permission from the College Counselor and the Head of School.
 - b. Thomas MacLaren School shall accept the transcripts from a home-based educational program. In order to determine whether the courses and grades earned are consistent with MacLaren requirements, MacLaren shall require submission of the student's work or other proof of academic performance for each course for which credit toward graduation is sought. In addition, transfers into our high school must take diagnostic testing to verify the accuracy of the student's transcripts.
 - c. Credits from outside institutions will be placed on the MacLaren transcript but will not be part of the cumulative MacLaren GPA.

2. Online/Correspondence Courses: Online and correspondence courses may be taken with the approval of the Head of School or College Counselor for make-up credit and for credit towards graduation requirements.
3. Credit Recovery: MacLaren does not offer credit recovery. It will accept credit recovery and reflect it as such on a student's transcript. The Head of School or College Counselor must approve all credit recovery courses.
4. Early Graduation: MacLaren does not offer early graduation due to the unique nature of our sequenced program.

Disclosure Policy

Student discipline at Thomas MacLaren is predicated on the fact that learning takes place best in a safe and orderly environment. On those occasions when school rules are violated, the school administration acts in a manner that balances the needs of the learning community with that of the individual. Nevertheless, certain choices that students make can have consequences that extend into their future. Specifically, colleges are becoming increasingly concerned about student behavior on their own campuses and now routinely ask both the student and the school about an applicant's high school discipline record.

Students who have had disciplinary or honor infractions (i.e., plagiarism) *prior* to the senior year are expected to respond honestly on any college application that asks questions such as "Are you currently or have you ever been charged with or subject to disciplinary action for scholastic or any other type of misconduct at any educational institution?" or "Have you ever been dismissed, placed on probation or suspended from an educational institution?" In those instances when the question is answered in the affirmative, the College Counselor will assist the student in developing a personal statement that will help contextualize the situation. Students and families need to be aware that many college applications require a counselor or administrator to complete a form that asks those same questions to confirm a student's discipline record.

In regards to the college application process, Thomas MacLaren's policy is to report any significant *change* in a candidates' academic status or qualifications, including conduct record, *between the time of recommendation and graduation*. These include but are not limited to a significant drop in grades, honor violations, probation, suspension and dismissal. Seniors who are guilty of violations during their senior year will be expected to notify their college(s) of the situation and a school representative will follow up with a letter. The student should work closely with the College Counselor to ensure that both accounts are communicated in a consistent and thoughtful manner.

While disciplinary matters are of a concern to colleges, our experience is that they understand that young people make mistakes. Admission committees are typically more concerned with the manner in which students respond to disciplinary sanctions than the actual event leading to the sanctions. A mature and thoughtful response to a discipline infraction can illustrate a student's growth and development as a young adult.

B. Overview of the Upper School Curriculum

The table below lays out the MacLaren curriculum for grades six through twelve.

“Hours” denotes how many times weekly a course meets. There is one exception: “2.5 hours” indicates that a course will meet 5 times weekly but for only one semester.

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Literature & Composition 5 hours	Literature & Composition 5 hours	Literature & Composition 5 hours	Humane Letters American Studies 10 hours	Humane Letters Modern European Studies 10 hours	Humane Letters Ancient Greek Studies 10 hours	Humane Letters Medieval to Modern Studies 10 hours
Ancient History 5 hours	Medieval History 5 hours	Geography 5 hours				
6th Math 5 hours	Prealgebra 5 hours	Algebra 5 hours	Geometry/ Precalculus 5 hours	Precalculus 5 hours	Calculus 5 hours	Calculus/ Group Theory 5 hours
Life Science 2.5 hours	Earth Science 2.5 hours	Physical Science 2.5 hours	Biology 5 hours	Chemistry 5 hours	Computer Science/ Physics I 5 hours	Physics II 5 hours
Latin I 5 hours	Latin II 5 hours	Latin III 5 hours	Latin IV 5 hours	Modern Language I* 5 hours	Modern Language IIA* 2.5 hours	Modern Language IIB* 2.5 hours
Orchestra I 5 hours	Orchestra II 5 hours	Orchestra III 5 hours	Orchestra IV 5 hours	Orchestra V 5 hours	Orchestra VI 2.5 hours	Orchestra VII 2.5 hours
Public Performance 2.5 hours	Studio Art 2.5 hours	Studio Art 2.5 hours			Studio Art/ Art History 2.5 hours Drama 2.5 hours	Studio Art/ Art History 2.5 hours Drama 2.5 hours

*Students may opt for a Classics Track in which they would study ancient Greek

IV. THE LIFE OF MACLAREN SCHOOL

A. Communication

Good communication is the lifeblood of any social entity. MacLaren depends upon good communication: school to parents and students; parents and students to the school; parents to parents; parents to students; students to parents; students to students; internal communication among the faculty and administration.

We are committed to practicing and encouraging good communication throughout the entire MacLaren family. Good communication builds community, trust, confidence and school spirit. It involves openness to reasonable discussion about any topic and from any member of the MacLaren family. It assures effective consultation, collaboration and participation in the enterprise of MacLaren. Because the life of the school is so complex, it involves the timely and useful flow of information.

We are committed to do a good job of communicating with parents and students. We welcome communication with you and from you.

- We want to know how things are going for you and your child.
- We want to respond to your needs and concerns.
- We want you to be well informed.
- We want you to know that, as far as we are concerned, anything and everything is open for discussion.
- We encourage you to talk with us at any time about any concerns you might have.

In order to encourage communication, we publish the email addresses of the faculty on our website. We encourage students to contact them with their questions and concerns. We encourage you to feel free to contact them, too.

All members of the MacLaren family want to adhere to the following principles to assure good communication: assuming and saying the best about one another; avoiding gossip, slander, rumor, pressure tactics, etc.; respecting students, other parents, families and teachers; and talking directly to the responsible person. Civility and respect are expected in all communication, and the school reserves the right to end any communication which becomes hostile or inflammatory.

B. Academics

The heart of the life at MacLaren is the academic program and the heart of the academic life is the curriculum. Four essentials to effective learning at MacLaren are attendance, homework, evaluation and discipline.

1. Attendance

Consistent attendance is essential for academic progress and absences should be kept to a minimum. School doors open at 7:25 a.m. and will close at 3:45 p.m. All students must be picked up by 3:45 p.m. unless the student is in a school-sponsored activity supervised by a member of the staff.

All students will be scheduled for final projects and oral exams to take place the week after the last day of classes. This week is considered part of the school year for

attendance purposes. Students are expected to be available for final labs and oral exams at any time during school hours on those days. In the past, we have needed the week of Oral Exams to make up for snow days, as we consider it a part of the school year. Again, students are expected to be in town during this week.

Absences

Students are expected to be in attendance at school every school day. Morning Assembly begins at 7:45 a.m. The first bell for Morning Assembly is at 7:40 a.m. Students need to be in their places when Assembly begins.

Excused Absences

Excused absences are normally those resulting from illnesses, injury, family emergencies, family funerals, and court responsibilities. **Family vacations or other recreational absences must be approved by the Head of School in advance to be counted as an excused absence.** An excused absence gives the student the opportunity to make up work that has been missed during the absence. Students are expected to make up missed work promptly after an absence; in general, one day's absence will be allotted one day to make it up.

Whenever possible, medical/dental appointments should be scheduled after school, on school holidays or during vacation periods. If a student must be released early from school for medical/dental appointments, the student must bring a written note from a parent/guardian stating the reason and time of the early dismissal. The note is to be handed in to the front desk at the beginning of the day. The student will receive a pass which he or she must bring to the teacher at the beginning of the class period; then the student must bring the pass to the office before signing out or being signed out.

For anticipated absences other than emergencies (e.g., vacations, extended holidays, some school activities, etc.), the administration must approve such absences in advance. In general, 3-5 school days' notice is required. **It is the student's responsibility to obtain all homework assignments in advance from his or her teachers.** The administration will determine, based on the circumstances of the case, whether the absence is excused or unexcused.

Unexcused Absences

Unexcused absences are those due to reasons not mentioned above. Suspensions are considered unexcused. Students will not receive credit for work missed as a result of an unexcused absence. Exams and major projects must be made up; however, the student will earn a maximum of 75% of the grade received on the work. Exceptions to these rules may be made at the discretion of the Head of School. Students who have two (2) unexcused absences will receive an automatic 30-minute detention. After three (3) or more unexcused absences a conference will be held with the parents and the student becomes eligible for In-School Suspension (ISS).

Notification of Absence

If the absence is foreseeable, a note should be sent in advance. Parents should call the school office between 7:20 and 8:10 a.m. on any day their student will be absent. If they do not call the school, the staff must telephone them to determine the student's whereabouts. **A note from the parent explaining a student's absence does not necessarily excuse that student. In all cases administration reserves the right to determine whether or not an absence is excused.**

If MacLaren is not notified that morning, a parent/guardian will be contacted. If the parent/guardian cannot be contacted and does not report the absence within 24 hours, it may be counted as an unexcused absence.

Students are responsible for making up missed work and for scheduling missed exams.

Truancies

A student is truant if he/she is absent without parental or school permission, is not in class or another location approved by the teacher or leaves school grounds. State statute defines **truancy** as four or more unexcused absences in a month or ten or more unexcused absences in a year (CRS 22-33-107, 107.5, 108). Truancy is reported to the state; Thomas MacLaren School will involve its authorizer, the Charter School Institute, in truancy matters including truancy court.

Number of Absences Permitted

When a student reaches eight (8) absences, **excused or unexcused**, from any class during a semester, the student's parents/guardians will receive a letter, which will become a part of the student's permanent file. Extended illness may be a mitigating circumstance and will be taken into consideration, however, after eight (8) absences a doctor's note will be required to excuse an absence. **If a student acquires fifteen (15) absences in a class, excused or unexcused, from any class during a semester, MacLaren reserves the right to withhold semester credit, and the student may become eligible for retention.**

Tardiness

The school day begins at 7:45 a.m. with Morning Assembly. This is a critical part of our school day, not only because of the many announcements that happen there, but also because it is usually the only time of day the entire student body is present. Often students perform pieces practiced in Public Performance and Orchestra. These Assembly performances are part of a student's assessment in class; therefore, there can be academic consequences to missing these performances. Moreover, it hinders a group performance when any one student is missing.

If a student misses eight (8) Morning Assemblies, a note will be sent home; at this point a parent conference may be required.

A tardy may be excused for good reason (such as sickness in the family, car trouble, or inclement weather). If a parent would like the tardy excused, the parent is required to come to the school office with a written excuse to give to the appropriate dean. A request to excuse a tardy does not guarantee that it will be excused. **Nonetheless parents must**

come into the building and sign in students before the student can be admitted to school. The office secretary will give students a pass before going into class. Students who are late while Morning Assembly is still taking place must be signed in to excuse the tardy.

If a student is tardy for more than half of class, attendance will reflect an absence. The absence will be excused or unexcused as determined by the tardy.

After three (3) unexcused tardies, a student will automatically have a 20-minute detention. After six (6), the student will automatically have a 30-minute detention. After eight (8) unexcused tardies, a conference will be held with the parents and the student becomes eligible for In-School Suspension (ISS).

Leaving Campus During the Day

Thomas MacLaren School is a closed campus. Students may not leave campus during school hours unless a parent or guardian accompanies them. At the time of departure, the parent must sign out the student at the front office prior to leaving. Failure to do so will constitute an unauthorized absence. However, students who drive themselves or walk to school are allowed to leave campus with written permission from a parent or guardian. Students who become ill during the day must report to the office so that the parent/guardian can be contacted. As a closed campus, we also limit visitors during lunch. Parents and siblings may, rarely, come eat with students. Other guests are not allowed during lunch.

Attendance: Distance Learning

Remote learning offers some flexibility regarding when and where students complete coursework. Nevertheless, students are held fully accountable for meeting all state-mandated attendance requirements. Attendance is expected to be recorded daily to ensure the school is properly calculating and adequately monitoring that students complete a *minimum* of

- 13.6 hours per week or 450 hours per year in half-day kindergarten,
- 27.3 hours per week or 900 hours per year in full-day kindergarten,
- 30 hours per week or 990 hours per year for students in grades 1-5, and
- 32 hours per week or 1,056 hours per year for students in grades 6-12.

These hours are accumulated through a variety of methods including:

- Completion of lessons
 - assigned through Google Classroom and
 - documented with student login and lesson participation;
- Completion of offline work documented by parent or teacher;
- Course progress in curricular assessments;
- Attendance at a synchronous live session;
- In-person testing such as CMAS or other required state exams;
- Online assessments such as MAPs accessed through student accounts;
- In-person attendance by logging into live class remotely, and/or
- In-person attendance in which attendance is taken by the teacher on-site.

Explanation of Teacher-Pupil Instruction during Distance Learning

Thomas MacLaren School follows a semester calendar structure. For each semester-long course into which the student is scheduled as of the pupil enrollment count date, the equivalent teacher-pupil instruction and contact time is 32 hours per week or 65 minutes/day per course.

Courses may not be assigned on a daily basis, however; see the schedules outlined below. Instructional time includes parent-teacher conference time, assembly, and intervention work. During distance learning, students will use both Google Classrooms and Zoom. Synchronous learning through Zoom may be recordings watched later in the day.

Full distance learning:

- Synchronous learning:
 - Middle school – 2 hours a day of synchronous learning, 4 days a week
 - High school – 3 hours a day of synchronous learning, 4 days a week
 - As needed, small-group and 1:1 intervention and academic support, to be delivered over Zoom
- Asynchronous learning:
 - Daily assignments will be given for any class that does not have scheduled synchronous learning.

Hybrid distance learning:

- Synchronous learning:
 - In-person instruction 2 days a week
- Asynchronous learning:
 - Daily assignments will be given on days that students are working at home.

Optional Distance Learning for Students who opt out of In-person learning.

- Synchronous learning accessed through Zoom:
- Students access in-person instruction for the following courses:
 - Lit/Comp
 - Math
 - Language
 - History
 - Humane Letters
 - Science
 - Art History
 - Orchestra (certain classes)
- Asynchronous learning:
- Weekly packets with daily assignments for the following courses:
 - Art studio
 - Drama
 - Orchestra (when not scheduled for synchronous)

For more information, see the [2020-21 Plan](#) document located under the COVID-19 tab on the website.

Bell Schedule Equivalency Statement

Should Thomas MacLaren school implement either a hybrid learning or a full distance learning model as a result of public health and safety requirement, a portion of the teacher-pupil contact will occur remotely. This remote portion will be equivalent to 60 minutes/day per course.

2. Homework

Homework is an essential element in a MacLaren education. While homework is often assigned in order to review, test and improve student skills, it also lays the groundwork for the following day's instruction. Homework assignments are crucial to the progress of the student and to the teaching of each course.

MacLaren students are to do their homework diligently and intelligently. They should apply their full mental powers to the task at hand, avoiding distractions and distracting environments (e.g., students should not do homework in front of the television). Further, they should use their time and energy wisely in order to complete assignments in a timely manner, with care and precision.

As parents, you can help by asking your child about the assignments and reviewing some of their work. You can also see to it that they have a quiet location in which to do productive homework.

Having discussions about your child's homework is also extremely helpful. Even if you are only somewhat familiar with the material your child is studying, you can ask intelligent questions about your child's understanding of that material. These may be general ("Why is the First Amendment so important?" "What are you learning about weather prediction?") or specific ("When was the Peloponnesian War?"). As students mature, they will be able to bring their knowledge of history and philosophy into a discussion of current events and ethical issues. You can also help your child by planning ahead. If you know that an upcoming event (such as a family trip or a travel team soccer game) may interfere with your child's homework, please ask us in advance for the assignments.

What are the consequences of not doing homework? The most important consequence is that students lose ground in the course, which impedes their intellectual growth. This is particularly true in the high school, where instruction and seminar discussion depend directly on the homework assignment. If students do not prepare the homework assignment, they cannot participate in the class. Thus, not only do they fail to benefit from the homework assignment itself, they also miss much of what goes on in class. Since the material in most courses builds incrementally on previous assignments, a student who fails to keep up with the homework may fall behind. In addition to the personal consequences of not coming prepared to class, this also affects the entire community of learners: each student's participation is part of everyone's learning and so to the extent that someone is not prepared, the entire class suffers.

Parents may want to send the school notes asking us to excuse a child for not completing the homework assignment. We know that there are many good reasons for such a request, such as unexpected illness or stress in the family, the child's own sickness or need for sleep. However, these requests cannot erase the consequences of losing ground and being unable to participate effectively in the class. We cannot excuse the students from their obligation to learn course material.

MacLaren homework is assigned according to this schedule of maximums:

- Sixth-eighth grade students receive 20 minutes of homework for every hour of class;
- Ninth-twelfth grade students receive 30 minutes of homework for every hour of class, with the exception of junior and senior mathematics and science, which are assigned 45 minutes of homework per hour of class.

Thus, a sixth, seventh or eighth grade student should receive a maximum of two hours of homework per night, a freshman or sophomore three hours, juniors and seniors three to three and a half hours. These figures are, of course, targets; they might not be hit precisely every night. Assignments will vary from these norms, but they should not vary a great deal.

3. Evaluations

At MacLaren, we evaluate student performance in several phases. The process is designed to assist the student and to keep parents informed about their child's progress.

Checklist Evaluations

In middle school, most teachers have students take major assignments home to be signed and returned. In the high school, students are given their assignments to put in their binders. Parents are encouraged to ask their children to see their work on a regular basis. In the middle of each semester, each teacher completes a Checklist Evaluation for each student in his or her course, and these forms are delivered to the email address(es) on file via Secure Document Delivery. The Checklist Evaluation form is designed to give a quick overview, not a detailed evaluation, and in particular it is intended to alert parents to problems before it is too late. It is not designed to call attention to excellence.

Deficiency Notices

A Deficiency Notice is mailed to notify parents that a child is earning a D or F in a class. These notices are not mailed at a particular time in the semester but as soon as a serious academic problem has been identified – early enough, at least, to give the student time to change direction. Parents are to sign these notices and return one copy to the school. Once a Deficiency Notice has been sent, the teacher need not send out further notices for the student in that particular course. Parents are urged to confer with the teacher if they are not sure what the problem is, what their child needs to do about it, or whether the situation has improved.

Semester Evaluations

The written semester evaluation is part of the formal evaluation of the student at the end of each semester. Evaluations are delivered to the email address(es) on file, via Secure

Document Delivery, at least the evening before the scheduled conference for the student; parents should access and read the evaluation before attending the conference. This evaluation is written for the parents, not the student. We suggest, in fact, that parents judiciously convey what they learn from the entire evaluation process to the child. The written evaluation is part of the student's record. However, the official student transcript sent to colleges or potential employers contains only the letter grade, not the teachers' comments.

Evaluation Meetings

In addition to the written account, an evaluation meeting takes place at the end of the first semester between the parents and all the teachers of each student. This is an opportunity for teachers and parents to talk about the evaluation in order to answer questions and to develop specific strategies for improvement. The focus is on the individual student's academic performance. It is not a meeting about the character or leadership qualities of the student or about the class in general. Eleventh and twelfth grade students attend with their parents, make an assessment of their own work in each course, and talk with their teachers about it. In these evaluation meetings, the parents mostly listen. At the end of second semester, conferences are held only on an as-needed basis.

Project Week

Each year students spend one week working on specific projects. Project Week occurs in January, the same week when parents and faculty meet for Semester Evaluations. Although the students are not usually at school for their work, this week is counted as a school week. Completion of the project is necessary in order for students to pass the course to which the project is linked. Faculty members evaluate these projects.

Oral Examinations and Final Labs

At the end of the academic year, students take an oral examination. The questions and topics covered are taken from the subjects studied that year. Sixth, seventh and eighth grade students have a general examination that ranges across most of their subjects. Ninth through twelfth grade students participate in both the humanities oral and a math/science lab project. For math/science, ninth graders do a biology project, tenth graders do a chemistry project, eleventh graders do a physics project, and twelfth graders work on integrated mathematical solutions to a topic in chemistry or physics. Most oral examinations last 30 minutes. The high school math/science lab projects typically take three to four hours. The humanities oral for each student in grades nine through twelve covers material from the Humane Letters Seminar. Students are expected to prepare well for oral exams. They are given directions such as study questions or discussion starters to help them. The examinations are an essential part of the semester evaluation in the course. Performance in the oral exam during the high school years will be a factor in the final grade for the corresponding course. For juniors and seniors, they become a factor in the awarding of graduation honors.

Standardized Tests

MacLaren works to avoid a "teach to the test" mentality; the curriculum is not geared to any test. However, as a public school we are mandated to use standardized tests as one measure of external accountability. Please see our complete list of assessments on our

[Assessments tab](#). This tab also contains our policy and procedures regarding parental refusals.

Diagnostic Tests

Because the writing program in grades nine through twelve is built upon correct knowledge of English grammar and because the corresponding mathematics and science programs are built upon knowledge of algebra, 8th grade is a crucial year in judging a student's ability to learn in the higher grades. Students who do not demonstrate that they know basic grammar and basic algebra may be required to take Summer School in order to proceed to the ninth grade. In addition to semester grades, MAPS scores or cumulative diagnostic testing may be used to help teachers determine if summer school should be required.

Promotion

Due to the cumulative nature of the MacLaren curriculum, students need to master the material at hand each year before being promoted to the next grade. As MacLaren does not have general tracking, students need mastery in all of their courses before being promoted. The exception to this is music: students may have the opportunity to be placed in an orchestra class organized by ability, not grade level. Often a student's orchestra placement affects his or her Latin placement as well. *If not retained, some students may be required to take summer school to move to the next grade level, particularly if they fail a cumulative course such as Latin.*

Promotion of students on an Individualized Education Program (IEP) is dependent on that student's individual goals and not this policy.

Students in grades 6-8 may be retained if they receive any of the following:

- Three (3) or more D's in any subject
- Two (2) or more F's in any subjects
- An F in Literature and Composition *or* Mathematics

Students in grades 9-12 may be retained if they receive any of the following:

- One or more F's in any subject
- Three (3) or more D's in any subject

4. Discipline

Discipline at Thomas MacLaren School serves our educational mission. The establishment of the culture of Thomas MacLaren School is a necessary condition for our educational success. Our intention is to create a certain kind of culture so that learning and teaching can proceed optimally. The foundation of discipline and order at Thomas MacLaren School is the realization that a civilized learning community demands certain fundamental norms of courtesy, morality and orderly behavior in order to fulfill its mission. Having met these fundamentals, students are allowed as much freedom as they can reasonably handle.

We accept children into the MacLaren program with the understanding that they will be

on time for class, will adhere to the dress code, will complete their assignments, will follow rules of good classroom order, will be honest, and will follow the spirit and letter of this *Handbook*.

Unless there are clear mitigating circumstances, we hold that students freely choose to behave as they do. They are responsible and accountable for their actions. It is our conviction that students in the sixth through twelfth grades are entirely capable of living appropriately in the MacLaren culture.

MacLaren should be a place characterized by kindness, friendliness and peace. We place a high premium on the teacher's personal investment in the student and we resist the practices that depersonalize so many schools. We do not relate to the students principally under the rubrics of rules and regulations; rather, we emphasize the dignity of the teachers and students in a culture marked by truthfulness, goodness, patience, justice, and mercy. Within that framework, rules, regulations and punishments are merely means to an end. Just as we expect teachers to expend considerable energy coaching and directing the students to take on the educational goals of the school, we also expect teachers to encourage students in the face of difficult tasks and to praise them for work well done.

Students who do not live up to these fundamental expectations need to be corrected. In many cases, a verbal correction is sufficient. Faculty expect this correction to suffice. If it does not, consequences may be required.

The normal punishment for routine nonacademic misbehavior is a detention. More severe or repeated misbehavior may also result in loss of certain privileges (e.g., field trips, playing on a school team, etc.), sanctions, suspensions, probations or expulsion. In all cases of punishment, we strive to be fair and timely.

When we discipline a student, we understand ourselves as addressing behavior, not attitudes. Thus, while a change in the attitudes and future behavior of the student is to be hoped for, punishment is not a strategy for rehabilitation.

MacLaren is committed to providing staff training to ensure that the disciplinary program is effective and that relevant policies and procedures are equitably applied.

Finally, we recognize that by sending your children to Thomas MacLaren School you are entrusting them to our care while at school. It is our right and responsibility to administer correction as we deem appropriate while students are at school. Should you ever have a concern about how discipline is administered, please refer to the Grievance Policy (found on page 43.)

Non-Discrimination

In compliance with local, state, and federal laws, MacLaren staff responsible for implementing this policy shall do so without discrimination based on race, color, gender, sexual orientation, religion, national origin, or any protected class or conduct.

Students with Disabilities

Discipline for students with disabilities shall be in accordance with the student's individualized education plan (IEP), any behavior intervention plan, 504 plan, and applicable laws affording procedural safeguards to students with disabilities.

Distribution

Thomas MacLaren School will post this policy (within *the Parent-Student Handbook*) on the school website and a printed copy will be available in the Main Office of the school. Copies of this policy and school rules will be made available, upon request, to each student and parent/guardian, and upon request, translated into a language that the parent/guardian can understand. The School will make students aware of the contents of this policy and other school rules related to conduct.

Summary of Consequences

These groups provide an illustrative set of examples of a **flexible** sequence of consequences and remediation for unacceptable student behavior. **Repeated misbehavior will result in progressively more severe consequences based on the seriousness of the offense. The administration is provided latitude in assigning consequences.** The administration need not employ all the consequences in a given group before selecting one from another group in disciplining any given student. Definitions for these consequences are given below.

Level 1	Staff warning Teacher or administrator warning Verbal reprimand (teacher or administrator) Confiscation
Level 2	Notification of parent or guardian Detention: at lunch or during 7 th hour Administrator/student conference ("Office Referral") Behavior contract Assignment of work detail at the school Billing of parent for damages to property Probation
Level 3	Conference with parent/guardian (see Suspension Procedures, below) Behavior contract First time or Minor Suspension (.5-2 days) <ul style="list-style-type: none">○ In-School suspension (ISS)○ Out-of-School suspension (OSS)○ Alternative to suspension:<ul style="list-style-type: none">▪ Parental attendance at school or▪ Some activity aimed at restorative justice (CRS 22-32-144)

- Level 4 Major or Repeated Suspension** (see Suspension Procedures, below)
 Alternative to suspension:
- Parental attendance at school or
 - Some activity aimed at restorative justice (CRS 22-32-144)
- Remedial discipline plan
 Charges filed or report made to law enforcement officials
- Level 5 Expulsion** (see Expulsion procedures, below)

A parent/guardian will receive notice of student discipline problems and the consequences administered for any infraction in a consequence from Levels 2-5. Records shall be maintained at the school for any infraction resulting in a consequence from Levels 2-5. Every effort will be made to notify parents within 24 hours of a suspension. If any students have been involved in an investigation, the school will notify parents within a reasonable timeframe, but reserves the right to talk to students as necessary in the interest of gathering information as quickly as possible.

Within each Level, consequences may include detention, probation, suspension, and expulsion. These consequences are defined as follows:

Detention – Any member of the staff including a teacher, Dean, or the Head of School may assign detention. Detention is sometimes served after school, but is usually served at lunch or during 7th hour Tutorial on Tuesdays and Thursdays. The duration of detention may be between 10 and 30 minutes, depending on the offense. If a student misses detention without being excused by the Dean, an extra 10 minutes may be added onto the original detention. If a student has multiple detentions in a short period of time, the Dean may recommend an Office Referral. If a student accumulates 1.5 hours of detention in a semester, that student will receive an Office Referral and may become ineligible for extracurriculars, including athletics.

Office Referral – Any member of the staff may issue an Office Referral. A Referral is usually given for repeated misbehavior, a major disruption, dishonest or disrespectful behavior. Students issued a Referral will wait at the Main Office until a Dean or the Head of School (or his or her designee) can address the issue. A teacher may also refer a situation to the Dean for a Referral after class/after the incident has occurred. A Referral is more serious than a detention: three Office Referrals can result in suspension. Some Referrals may result in a Behavior Contract. A Referral can also be “downgraded” to a detention if deemed appropriate.

Behavior Contract – The Head of School (or his or her designee) may put a student on a Behavior Contract. This contract outlines specific consequences that will follow specific behavior. Parents will be sent a copy of the Behavior Contract.

Probation – Only the Head of School may place a student on probation. A probation is typically an automatic 3-day suspension from attending a specific class or from attending lunch with his or her peers. Change to the duration of the probation may be permitted by the Head of School or his/her designee, depending on the circumstances. In rare cases, the probation may become permanent for the remainder of the semester or school year.

Suspension – Only the Head of School may suspend a student. The Head of School shall provide the student an informal opportunity to tell their side of a disciplinary incident before a suspension is imposed, except in emergencies requiring immediate removal, in which case an informal hearing shall follow as soon as practicable to review the matter. If the parents are not present to hear the student's side of the disciplinary incident, the Head of School will meet with the parents as soon as practicable to review the matter. Generally, suspensions last from one to five days in length, but for more serious infractions suspensions may be as long as ten (10) days, and if expulsion is recommended suspensions may be extended up to a maximum of twenty-five days to accommodate the expulsion hearing and appeal process. Suspensions may become recommendations for expulsion.

- In-School Suspension: If the Head of School gives a student an ISS, the student will be allowed to make up school work while suspended, but may not receive credit for this work.
- Out-of-School Suspension: If the suspension is an Out-of-School suspension, the student will not be allowed on campus for the duration of the suspension. The student will only be allowed to return to school after a consultation meeting including the student, parent/guardian, Dean, and the Head of School or his or her designee.
- Generally, for school work done during suspension no credit will be given, although a student may receive up to 75% of credit for tests and quizzes missed and made up. The Head of School may make exceptions to this policy depending on how the student serves the suspension.
- The Head of School may suspend a student for .5-2 days for a minor or first-time infraction and from 3-10 days for repeat or major infractions including the following:
 - Continued willful disobedience or open and persistent defiance of proper authority;
 - Willful destruction or defacing of school property;
 - Behavior on or off school property which is detrimental to the welfare or safety of other pupils or of school personnel, including behavior creating a threat of physical harm to the child or to other children; and
 - Repeated interference with MacLaren's ability to provide educational opportunities to other students.

Expulsion – Only the Executive Director (ED) may recommend a student for expulsion. In making such recommendation, the ED shall provide parents and the student with a written notice concisely stating the reasons for expulsion and outlining the process parents can follow to dispute the recommendation. If parents elect to dispute a recommendation for expulsion, the matter will be referred to an Independent Hearing Officer (IHO). The IHO will be responsible for conducting a prompt hearing affording the student “due process,” and producing a written report summarizing the evidence and containing the IHO’s decision to uphold or overrule the recommendation of expulsion. The decision of the Hearing Officer may be appealed to the Board of Directors of the School by the ED or the student. In the event of an appeal to the governing board, the School will inform Charter School Institute (CSI, the School’s authorizer) of such appeal and consult appropriately in preparation for the appeal. The School will make legal counsel available to its governing board to provide any advice needed by that board in preparation for or during the appeal. A person wishing to appeal an IHO decision must provide written notice to the other party and the Board Chair within ten (10) business days of receipt of the decision. Upon receipt of notice, the Board will promptly schedule a special meeting, unless the matter can be timely considered in a regular meeting. The IHO’s written decision will be provided to the Board at least three (3) days in advance of the meeting. Consideration of the appeal shall be in executive session. The ED and the parents shall each be allowed to present fifteen (15) minutes of argument concerning why the IHO decision should be approved or disapproved. New evidence will not be received on an appeal. The decision of the Board shall be by vote to uphold or overturn the IHO’s decision, taken in public session, and without use of the student’s or parents’ names. The decision of the Board is final.

Colorado law allows for expulsion for a single act of certain serious misconduct, including carrying, bringing, using or possessing a dangerous weapon on school grounds without the authorization of the Head of School; sale of a drug or controlled substance; and commission of an act which if committed by an adult would constitute robbery or first or second-degree assault. Expulsion may be imposed for continued willful disobedience or open and persistent defiance of proper authority, willful destruction or defacing of school property, and behavior on or off school property that is detrimental to the welfare or safety of other pupils or of school personnel, or declaration as a habitually disruptive student.

In making expulsion recommendations and decisions the School shall consider (1) whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or of school personnel in the school; (2) whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel, or is otherwise a severe offense; (3) the student’s age, disciplinary history, and any disability; and (4) whether interventions less disruptive of education of the student were attempted or could be used effectively while protecting the rights of others and the integrity of the educational process.

A student's out-of-school suspension may be extended by the ED to accommodate the time needed to conduct and conclude a "due process" hearing. The School must schedule such a hearing so as to permit a final decision within no more than 25 school days of the initial out-of-school suspension. Expulsion may not extend past one full calendar year. The School will provide the parents of an expelled student with notice of their obligations and rights to education during the period of expulsion.

Deferred Expulsion – In cases in which the parents and the student agree that a student is properly subject to expulsion, the Executive Director may, in his or her sole discretion, offer the option of a deferred expulsion, with defined behavior expectations that, if not met, will result in imposition of the expulsion.

Procedure for Removal of Disruptive Students from Classroom – A student may be deemed a "habitually disruptive" student, if the student has caused a disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the school year.

A teacher may remove a disruptive student from his or her classroom to ensure the safety of other students in the classroom and to ensure the educational environment in the classroom.

The School will provide the notices to parents prescribed by C.R.S. § 22-33-106(c.5)(III).

A behavior plan may be developed after the first removal from class and shall be developed after the second removal from class. The plan will include a procedure for due process and if subsequent removals occur, the teacher or Head of School will contact the parent or legal guardian as soon as possible. A meeting between the student, parent, teacher, and/or Head of School (or designee) will occur to discuss the behavior and best steps moving forward.

A student will only be removed from a teacher's class for the remainder of the semester if the Head of School or designee has developed and implemented a behavior plan for the student.

Note that this process is only for habitually disruptive students.

Seclusion and Restraint – If seclusion or restraint is used, the School will follow its restraint and seclusion policy and the Protection of Persons from Restraint Act.

Considerations

The following factors may be considered in determining appropriate disciplinary consequences for a student; including suspension and expulsion:

- a. The student's age;
- b. The student's disciplinary history;
- c. Similar disciplinary incidents;

- d. The student’s eligibility as a student with a disability;
- e. The seriousness of the violation committed by the student;
- f. The threat posed to any student or staff; and
- g. The likelihood that a lesser intervention would properly address the violation.

The procedures for hearings related to suspensions and expulsions, and expulsion appeals, are set out above and are final. Other concerns with discipline, whether involving lesser discipline or perceived patterns or ancillary issues of concern may be voiced following the Grievance Policy, found on page 44, below (which may include review by the Executive Director of CSI, as stated in the Grievance Policy).

Judicial Involvement – When a disciplinary matter also involves court proceedings, the School will follow relevant statutes (see, e.g., C.R.S. §§ 22-33-105(5) and 22-33-106(4)), exercising the authority ordinarily exercised by a school district under those provisions.

Summary of Infractions

Below are lists of infractions according to Level. These lists are not exhaustive.

Level 1 Offense: the following are examples of offenses which can receive warnings up to three times before the offense turns into a detention.

- 1. Tardy – Student is not in class, ready to work when the start-of-class bell rings
- 2. Chewing gum or note-writing during school hours. Eating or drinking in class or the computer lab (unless directed otherwise).
- 3. Uniform violation.
- 4. Minor disrespect.

Chronic behavior may result in a Level 2 offense.

Level 2 Offense:

- 1. Disruptive Conduct – Conduct that interferes with the educational process or demonstrates a lack of respect for teachers, staff or other students.
- 2. Cursing – Abusive/obscene language during classes, anywhere on the school campus or at school activities.
- 3. Gambling – Gambling during classes, anywhere on the school campus or at school activities.
- 4. Misbehavior – Continued willful disobedience or open resistance of proper authority.
- 5. Petty vandalism or petty theft
- 6. Discussing substance abuse in the school setting.
- 7. Behavior that is unfavorable or hostile to the welfare, safety or morals of other students or members of the school community.
- 8. Public display of affection.
- 9. Lying/Cheating – Conduct that includes withholding the truth, or telling a partial truth. Cheating results in a “zero” grade in addition to disciplinary consequences (see *Plagiarism*, below).
- 10. Continual dress code violations.

11. Cell Phone/Electronic Device Violation. Cell phones/electronic devices must be turned in at the Front Desk at the beginning of the day.

Chronic behavior may result in a Level 3 offense.

Level 3 Offense

1. Extortion, Bribery or Coercion – Extortion, bribery and/or coercion in any form.
2. Insubordination – Continued disrespect or use of abusive language to coaches, faculty or staff.
3. False Fire/911 Alarms – Tampering with a fire alarm, fire extinguisher, or turning in a false alarm of any kind.
4. Obscene literature – Possession of books, or writing notes, containing obscene language or pictures.
5. Tobacco – Possession of tobacco or drug paraphernalia on campus including e-cigarette products
6. Leaving Campus – Going off campus without permission from the Head of School and/or parent/guardian.
7. Fighting – Physical or verbal fights between students at school or any school sponsored event.
8. Threats – Any threat (implied, spoken, or written) to a staff member and/or student.
9. Retaliation – Any retaliation (implied, spoken, written or physical) against a victim of a threat, bullying harassment or assault.
10. Bullying or intimidation of any staff member and/or student (see *Bullying* below).
11. Truancy – Absence from school or class, including all school assemblies, without permission of parents and school administration.

Chronic behavior may result in a Level 4 offense.

Level 4 Offense

1. Stealing – Unlawfully taking the property of any member of the school community or the school itself.
2. Vandalism – Willful defacement or damage of school property (see *Vandalism* below).
3. Alteration of Records – The falsifying or altering of any school record or communication between home and school, or the forgery of a parent's signature.
4. Illegal Drugs/Controlled Substances – Possession, transmission of, use of any illegal drug or controlled substance at school or any school-sponsored events.
5. Alcoholic Beverages – The use, transmission, or state of being under the influence of alcoholic beverages during school hours, on school grounds, or at any school-sponsored events.
6. Tobacco – Use of tobacco (smoking, chewing, sniffing) at any time on campus or at school-sponsored activities. This includes use of e-cigarette products.
7. Weapons/Dangerous Instruments – Possession of, carrying, or transmitting any object that can reasonably be considered a weapon on school grounds at any time or at any school function.
8. Unlawful Activity – Participation either on or off campus; potentially criminal offenses are subject to being reported to the police.
9. Bomb Threats or Threats of Community Violence– This can be a criminal offense and is subject to being reported to the police with the possible result of a fine, a jail sentence or both.

10. Discrimination or Intimidation – Initiating or participating in derogatory humor or conversations that exhibit insensitivity toward a member of a protected legal class (*e.g.*, offensive words clearly designed to be racist) may constitute illegal discrimination. If bullying is accompanied by a specific intent to intimidate or harass the victim based on his or her actual or perceived race, color, religion, ancestry or national origin, physical or mental disability, or sexual orientation, such behavior may constitute illegal intimidation.
11. Harassment or assault – It is a class 3 criminal misdemeanor for anyone, with intent to harass, annoy or alarm, to strike, shove, kick or otherwise subject another to physical contact; or repeatedly insult, taunt, challenge or use offensively coarse language to communicate with another in a manner likely to provoke a violent or disorderly response. “Repeatedly” means more than one time. The likelihood of a violent or disorderly response must be immediate, and is judged by an objective “average person” standard.
12. Sexual Harassment (*See below*).

Level 5 Offense

1. Behavior that is “habitually disruptive” as defined by law.
2. Arson
3. Sexual Assault
4. Sale of controlled substances or alcohol on campus
5. Firearm or knife of expellable length

Below, we more clearly define certain areas of offense:

Plagiarism

Since academics is at the heart of MacLaren, students are expected to pursue their work in a serious and deliberate manner, under the guidance of their teachers. Cheating in any form – plagiarism, sharing work, copying commentaries (including CliffsNotes, SparkNotes, or other Internet sources) – will not be tolerated. Copying the words or paraphrasing the ideas of another without giving him or her credit is not only a form of cheating, but a way of negating one of the main purposes of education: the ability of an individual to think and write for him or herself. A zero that results from an incident of cheating or plagiarism will not be dropped from the student’s grade, *even if* a teacher chooses to drop the lowest grade.

Bullying

Bullying is defined as “any written or verbal expression, or physical or electronic act or gesture, or pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to one or more students in the school, on school grounds, in school vehicles, at a designated school bus stop, or at school activities or sanctioned events” (*See C.R.S. Section 22-32-109.1(2)(a)(X)(B)*). Bullying in any form is prohibited and will be dealt with at an administrative level. Students who feel that they are being bullied should inform a faculty member and/or a Dean immediately.

Behavior that is mutually antagonistic will be dealt with in light of what is best given the dynamic of all of the students involved. Thomas MacLaren School is not a zero-

tolerance school. As stated earlier, MacLaren reserves the right to administer consequences ranging from Behavior Contracts to suspension to restorative justice. Please remember that the Family Educational Rights and Privacy Act (FERPA) forbids us from disclosing any information about any other students to you (see page 39 for more information on FERPA).

At least every two years, MacLaren shall conduct a student survey which shall include questions about the students' impressions of the severity of bullying at the School. The survey shall (i) ask each student how frequently the student witnesses bullying at the School, (ii) ask each student how frequently the student perceives himself or herself to be a victim of bullying, (iii) ensure the confidentiality of each student's answers, and (iv) clarify that the completion of the survey shall be voluntary.

MacLaren shall designate a team of persons to advise administration concerning the severity and frequency of bullying incidents that occur in the School. That team shall include, at minimum, a Dean of Boys and a Dean of Girls. It may include others, such as law enforcement officials, social workers, prosecutors, health professionals, mental health professionals, counselors, teachers, administrators, parents, and students. The Head of School, in consultation with the Deans, shall determine who shall serve on this bullying prevention and education team.

Sexual Harassment

Sexual harassment is unwanted, unwelcome sexual behavior and/or comments of a sexual nature. Sexual harassment interferes with school community life.

Sexual harassment may include but is not limited to:

- Verbal or written harassment or abuse of a sexual nature
- Any pressure for sexual activity
- Any unwelcome contact of a sexual nature, which includes things like unwanted backrubs or "accidentally" brushing against another's body
- Unwelcome sexual comments or jokes
- Spreading gossip related to sex or gender
- Sexually offensive or suggestive comments

Any person who believes another student or employee of MacLaren has sexually harassed him/her should report the alleged acts immediately to the Head of School. Upon receipt of a report, the Head of School will take appropriate and immediate action that is consistent with MacLaren's legal obligations and necessary to investigate the allegations of harassment. Such situations will be handled discreetly; strict confidentiality cannot be guaranteed in every situation.

The school will discipline any individual who retaliates against any person who reports alleged sexual harassment or who retaliates against any person who testifies, assists or participates in an investigation relating to the complaint. The school will take the disciplinary action it deems necessary and appropriate to end the sexual harassment and prevent its recurrence.

Sexting

The solicitation of, possession, posting, or distributing pictures electronically of a sexual nature will be dealt with according to Colorado law. This may involve contacting the police and may result in discipline, including suspension or expulsion, depending upon all the circumstances.

Personal Searches

The administration or designee may authorize the search of any student or any student's property, if there are reasonable grounds for suspecting that the search will uncover evidence that the person has or is violating the law, or the rules of the school. The school may also do school-wide searches of school property, such as lockers and desks, for general checks, such as determining if students have cell phones in their lockers. Lockers and desks are school property, not student property. **STUDENTS DO NOT HAVE A REASONABLE EXPECTATION THAT THEIR LOCKER IS A PRIVATE SPACE THAT SCHOOL OFFICIALS WILL NOT ENTER.** Any search of a student him/herself will be conducted in the presence of another school official. The parent/guardian of any student searched under this latter provision shall be informed of the search as soon as reasonably possible. Searches of a student may include searches of the student and accessories, including clothing, purse, briefcase, backpack, locker or car.

False Alarms & Vandalism

Any false alarms triggered by students are subject to a \$25 fine in addition to further consequences. Intentional false alarms on the part of a student constitute a Level 3 infraction. Any vandalism committed by a student will result in a minimum \$50 fine to cover labor costs for repair.

This *Handbook* details the rules that each student is expected to follow. The following are worthy of special attention here:

Pranks

Pranks of any kind are neither permitted nor tolerated. Offenders will be liable to serious disciplinary action. In the cases of willful vandalism and destruction of property, the student will be disciplined and the parents will be held financially liable for the cost of repair or replacement of the property.

Relationship Difficulties - with students or staff

The appropriate Dean will typically deal with relationship difficulties among students. Relationship difficulties a student may be having with a teacher should first be addressed to the teacher. If such problems require further attention, they should be addressed to the Head of School and not to the Dean. Non-routine issues should be addressed directly to the Head of School.

Cell Phones and the Internet

Cell phone use is prohibited in the school building. If a student brings a cell phone, laptop, mp3 player, smart watch, or any electronic device, it will remain at the front office until the end of the day. Since students may not receive calls or messages on their cell phones, we would appreciate it if you would not try to contact them that way, but

rather by calling the school and leaving a message. A phone is always available for students to use free-of-charge.

Also, like many schools and businesses, we take the position that using internet-based communications – email, chat rooms, IM, social networks (e.g., Instagram, Facebook, Twitter, Snapchat, YouTube, TikTok), etc. – for the following activities is a serious breach of MacLaren culture and may, indeed, be illegal:

- communicating verbally abusive, obscene, profane, lewd, vulgar, rude, inflammatory, disrespectful or threatening electronic messages and images toward the school or any member of the MacLaren community;
- communicating personal attacks, including prejudicial, discriminatory, or harassing attacks or knowingly or recklessly communicating false or defamatory information about members of the MacLaren community or Thomas MacLaren School.

We consider such activities to be serious disciplinary matters and they may result in disciplinary action by the school. Such behavior may also break laws which protect one from hate speech, harassment and slander and thus, criminal and civil penalties might also apply.

Cyber Image Policy

Any identifiable image, photo or video which implicates a student to have been in possession or presence of drugs or portrays actual use, or out of character behavior or crime, shall be confirmation of a violation of our code of conduct. Since there is no way to establish a timeframe for when or location of where the image was taken, it shall be a responsibility that the student must assume. Thus, it is the responsibility of students not to place themselves in such environment.

C. Extracurricular Activities

See Appendix A for our Student Activities Handbook which includes policies and procedures for Athletic and Extracurricular activities.

D. Social Life

Social events are an important part of our students' lives. While many school events have a social component to them, social events as such have a distinct place in the life of the school. We hope and expect MacLaren students to show the same dignity and respect that they show for their peers and for those in authority at school to be likewise shown at any MacLaren social event.

The MacLaren community—parents, students and faculty—is committed to the highest ideals. We form our students intellectually by bringing them into contact with the best in human culture and thought. In keeping with these ideals, we want to provide a social atmosphere that calls forth the best in our children and provides an environment that will foster deep and lasting friendships.

If we are to be successful in this sort of education, all of us have to work together with the best interest of the students in mind. In every way, the social events of MacLaren students should reflect and embody the ideals of the school. Every social event or

occasion should be a time of good, clean fun and mutual courtesy.

Guidelines for Social Events

There are different kinds of MacLaren social events: first, those sponsored by or held under the auspices of the school; second, class events hosted by the parents for their children's classmates; third, informal get-togethers with friends.

- Events under the auspices of the school or class events hosted by parents should be open only to current MacLaren students. Our students need to have a social life which is directly related to their life at MacLaren.
- Social events sponsored by the school and class events hosted by parents are meant to be inclusive and to build friendships among students. At a class party, for example, everyone in the class is invited and students are encouraged to relate to one another with kindness and courtesy, avoiding circumstances that might hurt feelings or leave others out. We adults should be eager to help students in creating such an atmosphere.
- Experience has shown that at every age level there is value in social events that are held for just boys or just girls. Friendships need to be built among the members of one's own sex as well as with those of the opposite sex. We strongly suggest that mixed parties be held only at the high-school level. At the high school level, before invitations are sent out, parent hosts and students should carefully weigh the appropriateness of inviting both boys and girls to a particular event. Parents should help students to avoid the pressure of mixed gatherings for the sake of mixed gatherings.
- Parents should be actively involved in the planning and hosting of class gatherings. As students grow and mature, they are in a position to provide more and more input into their social events. Parents should eagerly encourage measured growth in social maturity.
- Parent hosts should always be a *visible* presence at student parties. There is an art to being present without becoming a monitor. Parents are encouraged to establish friendly, supportive relationships with the students.
- *No guests should leave the site of the party unchaperoned.* Every parent should enforce this guideline. Going off alone or in small groups away from the chaperoned party can be deterred more effectively by focusing on well-planned activities than by policing the doorways.
- *Clear starting and ending times* for gatherings should be communicated and respected.
- *Parent hosts have the responsibility of making sure that no alcohol or drugs of any kind are present or being used.*
- If there are serious breaches of conduct, students and their parents need to be informed. The students deserve to be told politely but unequivocally that their behavior is unacceptable. Parent hosts are encouraged to correct students who violate the standards of their home or those of the school. Very serious

misconduct should be reported to the student's parents for their action and counsel.

- Parents and students are urged not to publicize a smaller, more exclusive party. We want to avoid hurt feelings.
- Parent hosts are responsible at every social event for setting consistent ideals for what is allowed in behavior, entertainment and activity. Parents are encouraged to call hosts to offer assistance and bring up any questions and concerns they have about a social gathering.
- *Please have your child RSVP to hosts in a timely manner and tell them to be prepared to pay their share or contribute to the costs of the gathering as requested.*
- When planning an event, please consult the school calendar in order to avoid conflicts with school activities.

E. Parent Service Association

Because you have a student at MacLaren, you are a member of the Parent Service Association (PSA). Helping the school carry out its many activities is the mission of the PSA. All this service is overseen by the Head of School, working through liaisons to the PSA committees. The PSA may have several standing committees to take care of these many needs.

While we as a school do not have “mandatory volunteer hours,” every parent is expected to be involved in the life of the school. As a MacLaren parent, you have the opportunity to serve in many ways; the following are some of the many ways parents can be involved at MacLaren:

- Assist in the office with filing, typing, and other administrative tasks
- Parent advisors to after-school clubs such as Yearbook and Chess
- Fundraising
- Monitor study halls or tutor students during Tutorial
- Organize PSA events
- Chaperone field trips
- Assist with Used Uniform Sales

In addition, Thomas MacLaren will encourage parents to visit the school and be involved in day-to-day activities. Parents will always be welcome in the school and in classrooms.

F. Student Health Health

The School Health Office is open during school hours and available to students who are ill, injured, or have a health concern. Students must obtain permission from a teacher to come to the office except in the case of an emergency. Students who fall ill during the school day may rest in the Health Room for 15 minutes and then return to class or call a parent.

Guidelines for keeping the student home/calling home

Illness guidelines are used to help you decide when to keep your child home from school. Of course, it is important for children to attend school, but when children are truly sick, they need to stay home in the care of an adult in order to get well and to prevent spreading illness to others. The following link is provided to help you decide when to keep your child at home: [MacLaren Illness Guidelines](#)

Medication

All medications administered at school, whether over-the-counter or prescription must be kept in the school health office. The medications, whether over-the-counter or prescription must be brought to the health room by the parent or guardian. Before a health room delegate can administer medicine at school, two criteria must be met:

- 1) [Authorization to Administer Medication form](#) signed by the student's guardian and physician (with prescriptive authority) is on file; and
- 2) the medicine to be administered must be delivered in its original container or in the labeled prescription bottle to the front desk.

One form per medication is required. The form must be completed in full with:

- 1) the child's name,
- 2) name of medication,
- 3) Exact amount of medication to be administered,
- 4) beginning and ending date of medication, and
- 5) parent/guardian and health care professional signatures authorizing the school to administer the medicine on behalf of the parent/guardian.

In fairness to those responsible for administering medication and for the safety of your child, these policies must be strictly adhered to. This is not meant to inconvenience you, but to ensure the health and well-being of all students. NO MEDICATION will be accepted for administration if it is not accompanied by the completed Authorization form OR if it comes to school in a baggie, plain bottle, envelope, etc. (i.e., not in the original container). No medications are to be in the possession of students without a self-carry contract form completed and a signature by both the parent/guardian and health care professional are required. The student must report to the health room or school office to take the medications.

For all medications administered to students, the school nurse is accountable for knowing therapeutic effects, safe dosage, contraindications, and potential side effects. For this reason, the school nurse will not administer non-FDA approved substances at school, including herbs, supplements, essential oils, etc.

Also, for safety reasons, medication will never be sent home with the student; all medications kept at school must be retrieved by the parent or guardian no later than the last day of classes or medication will be destroyed.

Health Concerns

The school office should be notified of any health diagnoses or concerns (including allergies, diabetes, ADD/ADHD, asthma, seizures, etc.) in order to better accommodate the student and to be prepared for emergencies. This information should be documented on the student's Annual Health Update and will be kept in the student's health file along with any necessary documents, including a health care plan.

Immunizations

Immunizations must be current and the information given to the student's school according to Colorado State Law. Please note that beginning July 1, 2016, Colorado State Law requires all personal and religious exemptions for immunizations be signed electronically or in hard copy on an annual basis. The most current immunization information can be found at <https://www.colorado.gov/pacific/cdphe/child-cares-schools-and-collegesuniversities-immunization-resources>.

Forms

All health forms and supplemental policies can be found on the [Health Information tab](#) on the school website.

G. School Counselors

Provision of Services

The school counseling program at Thomas MacLaren School is a comprehensive, preventative, developmental program that serves the academic, social/personal, and career needs of all students in the community. The school counselors may utilize assessment, individual counseling, group counseling, crisis intervention, and/or referrals to outside providers (therapists, psychiatrists, social workers, community organizations, and others) in order to best serve the needs of students. School counseling is not intended as a substitute for psychological counseling, diagnosis, and/or medication; rather, it is intended to provide supportive and short-term counseling support for students, typically in conjunction with additional services and supports established outside of the school environment.

Communication

The school counselors recognize that providing such services to students in the school setting requires collaboration with students' parents and/or guardians as appropriate, as is outlined in the American School Counseling Association (ASCA) Ethical Standards for School Counselors. As such, the school counselors make every effort to communicate and collaborate with parents as appropriate. The school counselors may also communicate with the student's teachers and/or administrators on an as-needed basis to better support the student within the school environment.

Confidentiality

In order to establish trust with the student, the school counselors may opt to keep some information confidential, with some possible exceptions. The school counselors are required by law to communicate with parents and/or other entities in the following circumstances:

- Presenting serious danger to self and/or others
- Evidence or disclosure of abuse (physical, emotional, and/or sexual) and/or neglect
- Threats to school security
- The school counselors will notify students of confidentiality and the limits therein at the time of the initial counseling intervention.

H. General Policies

Staff

A complete list of current board members, staff and faculty, along with their contact information, is available on the school's website. If you need to leave a phone message for a faculty member, please do so at the school office.

Telephone

Messages and deliveries from parents are to be left in the office to respect the educational opportunity of all students. Students will not be called to the telephone except in emergencies. Students may use the school phone in an emergency with the permission of a MacLaren staff member.

Lost and Found

The school cannot be responsible for lost or stolen property, but an effort is made to assist students in the recovery of lost or stolen property. Any valuables should be turned in and claimed in the office. Students are strongly encouraged to leave valuable items—including electronics, expensive jewelry and large amounts of cash—at home.

Since we are a large school population housed within a limited physical space, our Lost and Found policy reflects that we have minimal space to store lost and found items. This policy will be implemented with the understanding that middle school students may need more help with organization than high school students; the front desk staff has discretion in determining accountability for chronic offenders.

On every **Friday at 4 p.m.** the Lost and Found pile will be reviewed and dealt with as follows:

1. All lunch boxes, water bottles, hats, coats, etc., that are not labeled will be bagged and donated to a charitable organization. MacLaren fleeces or sweaters that are not labeled will be given to the PSA to be resold. **Please label all student items.**
2. Items that are labeled will be returned to students. If a student has an item in lost and found more than twice, he/she may receive items back with a detention. Items left in lost and found repeatedly will be donated. The front desk staff will do its best to notify parents if a student is a repeat-offender.
3. All textbooks will be retrieved, tagged with a detention, and delivered to the classroom teacher to return to the student. This may/may not include binders, notebooks, etc.

Any items found on Friday will be saved over the weekend and be the beginning of the next week's lost and found pile.

The lost and found is located in the lobby during school hours. Front desk staff will do their best to set up a table with lost and found items at the end of the week so that students can claim their items before they leave for the day.

Lockers

Student lockers are assigned individually at the beginning of the school year. **It is a student's responsibility to keep the locker clean and free of excess paper and waste.** Students may personalize the inside of their lockers using magnets. No tape is allowed in lockers. Nothing may be posted on the outside of the locker. Posters and/or pictures that are inappropriate or offensive will be removed. The student is cautioned to keep only those materials necessary for schoolwork in the lockers. Students may go to their lockers only during passing periods and may not loiter near lockers while classes are in session. Students may not transfer their assigned locker to another without permission from the office, nor should they share locker combination information with other students.

Costs to repair damaged and defaced lockers are billed to the student to whom the locker was assigned. School lockers are the property of the school and for use by the student. All lockers are subject to search by school officials at any time without prior notice. Students must keep their books, notebooks, etc. inside their lockers when not in use, and should lock their lockers at the end of the school day.

Calculators

Students in the following grades should have the following calculator:

Grade 8 (Semester 2)	TI-84+
Grades 9 - Grade 12	TI-84 +

Guidelines:

Calculator use is a privilege, not a right. This privilege may be revoked if a student uses his or her calculator inappropriately at school, including:

- Bringing calculator to school without teacher approval. Students must wait until the teacher asks students to bring calculators to school; the first time calculators are brought to school they will be engraved with the student's name (if not already engraved). Student's name written in permanent marker is not sufficient.
- Leaving calculators unattended
- Downloading and/or distributing games or programs
- Playing games or running non-approved programs

Notes of explanation/exceptions:

- The TI-84+ is expensive but is a one-time investment in the student's studies of mathematics. Prices range from \$85-\$120; look for deep discounts with back-to-school sales.

- If purchasing a calculator is a financial burden, please discuss with the Head of School.

Internet Acceptable Use

At Thomas MacLaren students have supervised access to the Internet for research and projects. For example, students in Public Performance may research a historical figure so that they can write a speech. Students in math may be directed to go to a website that will allow differentiated study for that hour of instruction.

The MacLaren administration has put many filters on our system to try to ensure that students cannot access offensive or highly controversial material.

- The use of computers and Internet access at Thomas MacLaren is a privilege and not a right. Inappropriate use will result in a cancellation of privileges.
- The use of computers and Internet access at MacLaren is for educational purposes only. No private communications are acceptable using school property.
- Services provided at MacLaren may never be used to access, download, distribute or store any material classified as defamatory, abusive, profane, threatening or sexually explicit.
- The property of Thomas MacLaren may never be used in any way that violates city, county, state or federal law. All information accessible via the Internet should be considered copyright protected unless otherwise stated.
- No MacLaren computer or network may be used for advertisement, personal websites or political lobbying.
- Security is a high priority. If you see a threat to network security, please see the Head of School; do not publicize the threat to anyone else.
- Vandalism will result in loss of privileges as well as possible suspension or expulsion. Vandalism includes any malicious attempt to destroy data or equipment of Thomas MacLaren, as well as any attempt to infect MacLaren networks with a virus.

Flash Drive Policy

Thomas MacLaren School distributes flash drives to all students in grades 8-12. These are to be used to store student work related to course work at Thomas MacLaren School, such as essays begun in class or MATLAB assignments.

- Only work directly related to Thomas MacLaren coursework may be stored on these flash drives. Flash drives will be regularly collected and checked for content. Inappropriate content will be erased if found.
- Only MacLaren flash drives may be used in MacLaren computers; i.e., students may not use alternate flash drives from home. This protects the school network from programs or viruses from outside the network.
- Student names will be on each flash drive. Students should not borrow another student's flash drive.

- Students should keep their flash drive from year to year. If a student loses a flash drive, he or she will need to purchase a new one for \$5.00.

Student Valuables

At all times, students are to keep track of glasses, watches, retainers, and other valuables. Students, not the school, are responsible for their personal property. In the exceptional circumstance that it is necessary to bring a valuable item to school, please bring it to the office for safekeeping.

Cell Phones and Pagers

Cell phone use is prohibited on campus. If a student brings a cell phone, it will remain at the front office until the end of the day. A student in an extracurricular that takes place at the school cannot check out his or her cell phone until ready to leave the building.

Electronics

Cameras, radios, electronic games, CD/tape players and mp3 players are not allowed at school. This includes watches that receive data such as Apple watches. If a student brings one of these listed items, it will remain at the front desk until the end of the day.

Signs and Posters

All signs and posters announcing events must be approved by the administration, and should be removed by the end of the school day following the event or activity. These announcements may only be placed in approved locations.

Solicitation

Students are not allowed to sell any items on campus without prior approval of the administration. Any collection of money for any purpose must be approved by the administration and processed through the business office.

Field Trips

Field trips are privileges afforded to students; no student has an absolute right to take part in a field trip. Students can be denied participation if they fail to meet academic and/or behavioral requirements. A form provided by the school is to be completed by the parent/guardian granting permission to the student. Students who fail to submit the proper form will not be allowed to participate in the field trip. Unless otherwise permitted, students on field trips must be in uniform.

Props for Student Performance

Students are authorized to carry, bring, use, or possess a firearm facsimile on school property for a school-related activity (C.R.S. 22-33-106(1)(f)). Any activity requiring a prop that looks like a weapon must receive permission from the Head of School. Any such prop must be stored securely by a staff member, and not in a student locker. Students should not bring in such props until they receive permission from their teacher.

Movies

The Head of School must approve all movies above the PG rating and students may need to have a parental permission form signed prior to viewing. Movies are used sparingly in class to educate, complement, or relate to the academic subject at hand.

After School Study Hall (ASSH)

We are pleased to offer this program to accommodate working and busy parents. This is an extended study hall; all standards and expectations of the school day are applicable.

Days and Times Available: Monday - Thursday from 3:45 to 4:45 p.m.

Study Hall NOT Available: Fridays, Fine Arts Nights, Information Nights, and days preceding extended breaks (Fall, Thanksgiving, Winter and Spring breaks).

Student Sign-In: Students must sign in by 3:45 p.m. Any student remaining on premises after 4:00 p.m. will be registered in Study Hall and parents will be billed for applicable fees.

Pick up time: 4:45 p.m. or sooner

Tardiness: If you are tardy picking up your child more than 3 times, then Study Hall privileges may be revoked. No student can be left unattended on school property. With *permission* by the Head of School, high school students may sign themselves out of Study Hall; permission for middle school students, though not encouraged, may be arranged on a case-by-case basis.

Fees:

Regular lunch status

(1) Child: \$10.00/day; (2) Children or more: \$15.00/day flat rate

Reduced lunch status

(1) Child: \$5.00/day; (2) Children or more: \$7.50/day flat rate

Free lunch status

(1) Child: \$2.50/day; (2) Children or more: \$3.75/day flat rate

Late fee: \$1/minute will be charged for any child picked up after 4:45 p.m. In case of an emergency, please call the school to discuss other arrangements.

Fees Due: All charges are payable by Thursday of each week. If a balance becomes more than 2 weeks past due, a \$5.00 /week late fee will be assessed. Any unused fees will roll over as a credit for the following month.

Study Hall Behavior: Students are expected to use this time to work quietly or read a book. If a student is disruptive or distracting then a warning will be issued. After three warnings, Study Hall privileges will be revoked and may only be reinstated by the Head of School.

Study Hall Electronics: Electronics are not permitted during Study Hall. All cell phones, cameras, laptops, tablets, e-books, electronic games, iPads/iPods or mp3 players will be held at the front desk until the student is signed out and picked up by a parent or guardian. Students may request computer lab use for homework only. Lab use will be determined on a case-by-case basis.

Parent Right to Know Act

As a parent of a student at Thomas MacLaren, you have the right to know the professional qualifications of the classroom teacher who instructs your child. This is a requirement for all CSI schools. Federal law allows you to request certain information about your student's classroom teacher. The law also requires the district to give you this information in a timely manner upon request. Listed below is the information about which you have the right to ask for regarding each of your student's classroom teachers.

- Whether the Colorado Department of Education (CDE) has licensed or endorsed your student's teacher for the grades and subjects taught.
- Whether CDE has decided that your student's teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees, and, if so, the subject of the degrees.
- Whether any teachers' aides or similar Para educators provide services to your child and, if they do, their qualifications.

Please contact the Head of School if you would like to receive any of this information.

Notification of Rights under FERPA and PPRA & Directory Information Consent

FERPA NOTICE — GENERAL

The Family Educational Rights and Privacy Act (FERPA) affords parents and those students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights include:

1. ***The right to inspect and review the student's "education records."*** Under Colorado law, the time for a response to a request for records is generally three business days. Parents or eligible students who wish to inspect their child's or their education records should submit a written request that identifies the records they wish to inspect to the Head of School.

2. ***The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.*** Parents or eligible students who wish to ask to amend their child's or their education record should write the Head of School, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment.

3. *The right not to have records disclosed without consent if the record includes personally identifiable information (PII) from the student's education records, except in those cases in which FERPA permits disclosure without consent.* School officials with legitimate educational interests may access the records as needed, without consent. Such officials include school employees, board members, volunteers, contractors or consultants and, certain officials of the school's authorizer, the Charter School Institute (CSI). In the case of volunteers, contractors, or consultants this must be a person who performs a service or function for which the school could use its own employees and who is under control of the school with respect to the use and maintenance of PII from education records. This may include a professional employed by the schools (such as an attorney or therapist) or a person who is assisting a school employee in fulfilling their responsibilities. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her assigned responsibility.

The School may also disclose educational records without consent in over a dozen other specific circumstances identified in the regulations implementing FERPA. These include, with certain requirements, such cases as health and safety emergencies and responding to judicial subpoenas. For more details refer to section 99.31 of the regulations. See: <http://www2.ed.gov/policy/gen/guid/fpco/pdf/2012-final-regs.pdf>

Please see below regarding the right to and method for reporting violations of FERPA.

PPRA NOTICE

The Protection of Pupil Rights Amendment (PPRA) and Colorado law afford parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parent; or
8. Income, other than as required by law to determine program eligibility, or social security number.

Receive notice and an opportunity to opt a student out of such surveys and —

1. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to

protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

2. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and in a timely manner –

1. Surveys of students covered by the PPRA;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Should the School undertake a survey or activity covered by PPRA, it will provide appropriate advance notice and opportunity to opt out, as required by law, at that time. The School may unilaterally undertake formal threat assessments or suicide assessments, report suspected child abuse or neglect, perform routine health screening required by law, administer educational exams, and allow journalism students to conduct surveys under teacher supervision.

VIOLATIONS OF FERPA OR PPRA

If you believe FERPA or PPRA have been violated you are, of course, welcome to bring this to the School's attention. You also have the right to file a complaint with the U.S. Department of Education. The name and address of the Office that administers FERPA and PPRA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA Notice and Consent for Directory Information

FERPA also permits the School to disclose appropriately designated "directory information" unless a parent objects to just disclosure. Colorado law, however, requires consent to disclosure of "directory information." **Your information will be included in the school directory, if and only if you sign the Image Release on the *Handbook Signature Page* giving your permission.** The primary purpose of directory information is to allow the School to include this type of information from your child's education records in certain school publications available to the public. Examples include:

- A playbill, showing your child's role in a drama production;
- An annual yearbook;

- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as those showing weight and height of team members.

Directory information is generally not considered harmful or an invasion of privacy if released and can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, for students who are in seventh or higher grades the School can be required to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the School that they do not want their student's information disclosed without their prior written consent.

I. Weather & Emergency Information

School Closures

Thomas MacLaren School will broadcast weather-related closures and delays by 6:00 a.m. on the major news networks and radio stations and periodically thereafter until 9:00 a.m. Closures and delays will also be posted on the school's website, www.maclarenschool.org, on the school's Facebook and Instagram pages, and sent to parents via SchoolMessenger Communicate. Email message will be the default. Parents may change their personal preferences in the SchoolMessenger InfoCenter to receive notifications by text (SMS) or phone call.

If the school is closed, all school-sponsored activities are canceled. In the case of a two-hour delay, school begins at 9:45 a.m. and students should arrive between 9:25-9:40 a.m.

Building Safety Plan

Thomas MacLaren School has developed a Building Safety Plan that has procedures to protect students and staff during emergencies. We have coordinated this plan with the Colorado Springs Fire Department and the Colorado Springs Police Department. In the case of an emergency requiring evacuation, students must follow the emergency procedures and instructions for each class. Teachers will instruct students regarding the posted exit procedures including specific instructions for rapid/safe primary and secondary exits. Full cooperation is necessary for the proper execution of these drills. When an alarm sounds, every person in the building will evacuate according to directions they have been given. Response to the alarm is to be prompt, quiet, orderly and disciplined. Teachers are to take class emergency folders and instruct all students to walk in single file to the nearest assigned exit. After exiting the building, teachers will lead students to a safe distance from the building and take attendance immediately. Each group will quietly remain standing until school officials give further instructions.

During an emergency, MacLaren will work to keep in timely communication with you, but until local officials have given permission for student release, please do not come to school to pick up your child. When permission for reunification is granted, you must bring a photo ID to have your child released to you. Any child who normally leaves

campus on his or her own (e.g., walks, bikes, or rides the bus) will only be released to a parent/guardian with a photo ID.

MacLaren has regular emergency evacuation and lockdown drills. For further information about our Building Safety Plan, please contact the Head of School.

V. THE ORGANIZATION OF MACLAREN

Thomas MacLaren School is a public charter school, chartered through the Colorado Charter School Institute (CSI). The following outlines our governance and grievance policies:

A. The Board of Directors of Thomas MacLaren School

The purpose of the Board is to set the general direction and policy of the school, not to manage it on a daily basis. Rather, the Executive Director and other administrators manage the school by implementing the policies the Board has enacted. Furthermore, Directors are charged with fostering a positive relationship with MacLaren faculty and staff, parents, students, the Charter School Institute, and the community at large in Colorado Springs. The Board selects and evaluates the Executive Director, oversees the finances of the school, recruits and orients high-quality candidates to serve on the Board, and ensures effective long-range planning. All Board decisions should be made within the parameters of the school's Articles of Incorporation, Bylaws, and previously enacted policies.

As with all charter schools, Thomas MacLaren School is a separate entity from its authorizer, the Charter School Institute, and the school district in which it is located, Colorado Springs School District 11. By its decisions, the Board shall guard and steward this separateness, both for its own sake and for the sake of the charter school movement.

B. Grievance Policy

Thomas MacLaren School values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. As adults we must model for our students a willingness to address conflict directly. As such, Thomas MacLaren School's procedures (outlined below) for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

These procedures guide how faculty, staff, parents and students are expected to express grievances about other members of the school community. The administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest steps of the procedures below. However, if the conflict is not resolved at the lowest faculty or administrative level, the guidelines below provide a process for resolving the conflict.

Grievance Procedures: Thomas MacLaren School is committed to ensuring that the following procedures are followed:

1. Address Issue With Those Directly Involved

The grievant brings the situation or concern to the attention of those directly involved. Should a student or parent fail to begin the process at the lowest possible level, and instead go directly to the Head of School or Executive Director with a concern about a teacher or go to a Board member with a concern about a Head of School (for example), the person at the higher level in the policy shall re-direct the grievant to the appropriate level in the process.

2. Address Issue With Appropriate Supervising School Director

If satisfactory resolution is not realized after a direct conversation between the conflicted parties, the situation must be brought to the attention of the Head of School within ten days of the above meeting. The Head of School and the conflicted parties will address the situation, facilitate communication, and develop goals for conflict resolution. The Head of School will monitor this process until resolution is realized or until an impasse is reached.

It is the Head of School's responsibility to manage the ultimate resolution of conflicts among parents, students, faculty, and staff, excepting those that pertain to the Head of School him/herself or to a Head of School's execution of a school-wide policy or procedure.

If the concern is regarding the Head of School or a decision by the Head of School, the Executive Director will facilitate the complaint at this level.

If the concern is regarding the Executive Director, the Board Chair, or designee, will facilitate the complaint at this level.

3. Prepare a Written Grievance for the Board of Directors

If the grievant is not satisfied with the response received via steps one and two, the grievant shall prepare a formal written grievance with the assistance of the facilitator in Step 2. This written grievance should:

1. describe the incident, decision or practice that gave rise to the complaint;
2. cite the contract, policy, or procedure that has been violated and/or rationale for concern;
3. describe what conflict resolution strategies were attempted via steps 1 and 2; and
4. explain what corrective action is being requested.

If the concern is regarding the Executive Director, the Chair of the Board will oversee this process.

4. Provide Written Grievance to the Board

The grievant may request that the matter be brought to the attention of the Board only if the matter has not been satisfactorily resolved. Upon request by the grievant, the Executive Director will forward the written grievance to the Chair of the Board at least one week prior to the next scheduled Board meeting. The Chair, or designee,

will review the above process with the grievant and ensure that the proper initial steps were taken.

If the first three steps were properly followed, then the Chair, or designee, will review the written grievance to determine if it merits review by the full Board. If the Chair, or designee, determines that it does not merit full Board review, then he or she will explain the reason(s) for this determination in a brief written statement to the grievant. The Chair, or designee, will then make a determination in light of the evidence given. A written statement of the determination will be given to the grievant within 30 days.

If the Chair, or designee, determines that the grievance should be reviewed by the Board, then it shall be added to the next Board meeting agenda. The written grievance shall be submitted to all Board members as far in advance of the Board meeting as practicable to permit the Board to consider the matter carefully. Grievances shall not be brought to the Board without first being submitted in writing, e.g., as a matter of Public Comment, as this does not give the Board sufficient time to consider the issue(s) and address them through this grievance process. The Board will not hear matters that do not follow this grievance process.

If the grievance goes to the full Board, the grievant will receive a written response within 30 days of the hearing.

The Board will notify its authorizer of the grievance if it involves a student with an IEP or 504 Plan or a student safety issue.

The Board has the discretion not to hear matters that do not follow this grievance process.

5. Address Issue with the Charter School Institute (CSI)

If the grievant has followed the policy and procedures above, and wishes to pursue a concern because it has not been resolved to his or her satisfaction, the grievant must follow CSI's grievance procedures:

1. The grievant must submit the concern in a written format to the Institute Executive Director within five business days after receiving the written decision of the Institute School's Board.
2. The Institute's Executive Director or designee will make the school aware of the concern and determine if any violation of law, rule, policy, or the charter contract has been committed.
3. After review, and to the extent practicable, the Institute's Executive Director will publish his/her conclusions in writing within 15 calendar days of receipt of the written concern.
4. Decisions will not be overturned by the Institute Executive Director unless there are compelling grounds that an Institute School discriminated against a protected class, violated its contract with the Institute, failed to follow its own policies,

- Institute policies or requirements, or violated any other state or federal law, rule, or policy.
5. If, after review, the Institute Executive Director concludes that a violation has occurred, the Institute's Executive Director will inform the Institute School administration in writing of the violation and direct that the Institute School resolve the situation with the grievant. The Institute may implement procedures in line with the Institute's School Compliance Policy and take any actions provided for in law, policy or contract to resolve the issue.
 6. The decision of the Institute Executive Director is final.

Contact information for MacLaren's Board Chair shall be posted on the school website. Contact information for the Charter School Institute: 303.866.3299 or CSI_Info@CSI.state.co.us

VI. UNIFORMS

MacLaren students wear a simple uniform and follow a conservative dress code, both to eliminate distraction and to create a school identity.

A. Dress Code

Jewelry: An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. animal chains or collars, specialized ear jewelry, safety pins or tacks). Spikes are not allowed on shoes or clothing.

Boys – Bracelets, earrings, neck chains and other jewelry are not allowed for boys. Wearing a wristwatch is acceptable. Students may appeal to the Dean of Boys for permission to wear items of religious significance, but if physically possible, such items should be worn underneath the clothing.

Girls – Girls may wear jewelry that is conservative; jewelry should not be a distraction. Girls may wear one pair of short earrings in each earlobe. Girls should not wear only one earring. Large hoops or other dangling or distracting earrings are not permitted. No body-piercing jewelry except earrings will be permitted. Girls may wear one wrist bracelet and one small necklace. Bracelet may not be a rubber wristband. Pendants should not be large or elaborate; they should be not much larger than an inch or so in length, width, or diameter. No chokers, shells, or large or elaborate chain-link may be worn. No anklets may be worn.

Make up:

- Boys – No makeup is allowed for boys. Nail polish is not allowed for boys. As all students play a stringed instrument, nails should be kept short.
- Girls – Middle school girls may not wear makeup. Make up worn by high school girls must look natural. Fingernails should not be excessively long or painted garishly. Nail polish should be painted in a manner that is tasteful and appropriate for school. Polish should not be neon-bright, overtly sparkly, black, or patterned or decorated (e.g. polka-dotted, flowers, stripes, etc.). Moreover, fingernails all

need to have the same color. The judgment of the appropriateness of nail polish color will be determined by the Dean of Girls. As all students play a stringed instrument, nails should be kept short.

Hair:

- Boys – Hair must be natural looking and conservative in its color. Radical changes in hair color during the school year are unacceptable. Hair must be cut so that it does not hang down into the eyes. Hair cannot extend over the shirt collar in the back or over the ears on the sides. The difference in lengths of hair may be no more than 2 inches. Sideburns can come to the bottom of the ear or shorter. No part of the head may be shaved, including undercuts or severe fades. Shaggy hair is prohibited. Boys must be clean shaven every day.
- Girls – Hair must be natural looking and conservative in its color; hair may not have extreme highlights, including ombre highlights. Radical changes in hair color during the school year are unacceptable. Students considering dyeing their hair are highly encouraged to discuss with the Dean. Shaved heads are not permitted; moreover, hair cannot be shaved or short on one side of the head and longer on the other. No hair extensions such as feathers or streaks of color are allowed. Barrettes, bows, and headbands cannot be too large or distracting. Bows, flowers and other hair ornaments should not be larger than three inches in any dimension. Headbands also should not be wider than three inches. No bandanas may be worn, even as headbands.

Sunglasses and Hats:

Sunglasses are not to be worn within the school building during school hours, with the exception of prescription glasses that change in the light. Hats (caps, visors, beanies, bandanas, etc.) may not be worn except on designated days.

Body Piercings/Tattoos:

Visible body piercing, tongue rings/barbells or “gauging” of the ears are not allowed and must be removed during school. No tattoos, temporary or permanent. This prohibition includes pen and ink drawings on the skin.

When in doubt, a student should seek the counsel of the appropriate Dean for guidance regarding the dress code. A Dean may seek the Head of School’s decision regarding a judgment in dress; the Head of School’s decision is considered final.

Outerwear:

Students must purchase either a MacLaren sweater from French Toast or a MacLaren fleece through BSN. These are also available at a substantial discount from the retail prices at used uniform sales. Students may not wear non-MacLaren outerwear at school, and the building is sometimes too cold to go without layers.

B. Uniform

Uniform Vendor:

1) French Toast 1-800-FRENCHTOAST www.frenchtoast.com

The items that may only be purchased through French Toast are listed below with an asterisk. The other items listed may be purchased through French Toast if you desire, or you may purchase them through another vendor/store of your choice, as long as they adhere to the guidelines set forth below. Many items may be purchased at Land's End, but please note that shirts, skirts, sweaters and fleeces may not be purchased there.

To access our school page at French Toast, go to www.frenchtoast.com. Click the "Shop by School" tab and where it says "Enter School Code," type in "QS5SFIW," and press Enter. This will take you to our school's page. Our school source code is "QS5SFIW". Whenever you order from French Toast, please use this code and French Toast will donate a percentage of our sales back to the school.

Girl's Uniform

***Shirt: Must be purchased through French Toast**

- **Grades 6-8: maroon** pique polo shirt with "Thomas MacLaren" stitching, short-sleeved or long-sleeved
- **Grades 9-12: white** pique polo shirt with "Thomas MacLaren" stitching, short-sleeved or long-sleeved

Undershirts:

- Plain, white t-shirts may be worn underneath the uniform shirts in cold weather. (No turtlenecks or long-sleeved shirts under short-sleeved polos.)

Pants:

- All girls' pants must be khaki straight-leg pants, flat-front or pleated. No logo.
- Pant length must be just below the ankle with a simple hem, no cuff.
- No cargo pants. No decorations, no brass buttons, no jean-like material. No external/patch pockets.
- Pants must fit modestly, with a 1-2" ease around the hips; not too tight—not too loose.

Shorts:

- All girls' shorts must be khaki, flat front or pleated Bermuda shorts, no logo.
- Shorts Hem: should be no more than 2 inches from the top of the knee cap and should not go past the knee cap.

Belt:

- Plain, simple dark brown or black leather or leather-like belt (flat or braided) with plain buckle;
- Belts are NOT optional with pants and shorts

***Skirt: Must be purchased through French Toast**

- Burgundy Plaid skirt
- Skirt Hem: Conservative; ranging from the top of the knee to no more than two inches below the knee.

***Sweater: Must be purchased through French Toast**

- Maroon crew neck button-down sweater with “Thomas MacLaren” stitching
- Non-approved outerwear will not be permitted unless student is outside.

Fleece: The school spirit store will be open periodically throughout the year. Grey MacLaren hoodies are spirit wear and are not part of the uniform.

- Maroon fleece with “Thomas MacLaren logo”
- Non-approved outerwear will not be permitted unless student is outside.

Shoes:

- Entirely black, brown or cordovan (soles and laces), ties, flats or slip-ons, leather or leather-like. Closed-toe, closed-heel. No heels over 1” in middle school; no heels over 2” in high school. No logos should appear on the shoes. NO athletic shoes, sandals, including Birkenstocks, Vans, Converse, Nike and Adidas, no cloth shoes or sport boots of any kind, or shoes that look like slippers. No boots.

Socks/Tights:

- **With pants and shorts:** solid white or khaki quarter crew, crew, or knee-high socks (no logo). Short socks must rise above the ankle. No anklets or low sport socks.
- **With Skirt:** solid white or khaki quarter crew, crew or knee-high socks, or tights (no logo); nude nylons also acceptable. No leggings.

Boy’s Uniform

***Shirt: Must be purchased through French Toast**

- **Grades 6-8: maroon** pique polo shirt with “Thomas MacLaren” stitching, short-sleeved or long-sleeved
- **Grades 9-12: white** pique polo shirt with “Thomas MacLaren” stitching, short-sleeved or long-sleeved

Undershirts:

- Plain, white t-shirts may be worn underneath the uniform shirts in cold weather. (No turtlenecks or long-sleeved shirts under short-sleeved polos.)

Pants:

- All boys’ pants must be khaki pleated or flat-front, straight-leg pant. No logo.
- Pant length must be just below the ankle with a simple hem, no cuff.
- No cargo pants. No jean-like material. No external/patch pockets.
- Pants must fit modestly, with a 1-2” ease around the hips. Not too tight—not too loose. Pants may not be pulled down below the hips.

Shorts:

- All boys’ shorts must be khaki, pleated or flat front walking shorts, no logo.
- Inseam should not go past the top of the knee.
- No cargo shorts; no jean-like material.

Belt:

- Plain, simple dark brown or black leather belt (flat or braided) with plain buckle.
- Belts are NOT optional.

***Sweater: Must be purchased through French Toast**

- Maroon V-neck button-down sweater with “Thomas MacLaren” stitching
- Non-approved outerwear will not be permitted unless student is outside.

Fleece: The school spirit store will be open periodically throughout the year. Grey MacLaren hoodies are spirit wear and are not part of the uniform.

- Maroon fleece with “Thomas MacLaren logo”
- Non-approved outerwear will not be permitted unless student is outside.

Shoes:

- Entirely black, brown or cordovan (soles and laces) dress shoes, ties, flats or slip-ons, leather or leather-like. Closed-toe, closed-heel. No heels over 1”. No logos should appear on the shoes. NO athletic shoes, sandals, including Birkenstocks, Vans, Converse, Nike and Adidas, “skater shoes,” cloth shoes or sport boots of any kind, or shoes that look like slippers. No boots.

Socks:

- **With pants:** solid white or khaki quarter crew, crew or dress socks (no logo). Short socks must rise above the ankle. No anklets or low sport socks.
- **With shorts:** solid white quarter crew or crew socks (no logo). Short socks must rise above the ankle. No anklets or low sport socks.

C. Dress for Special Occasions

Orchestra Concerts

Orchestra performances happen on stage under bright lights. The audience should not be distracted by anything a student is wearing.

Gentlemen:

- White long-sleeved dress shirt
- Long black tie
- Black dress pants (no jeans)
- Black belt, black dress socks
- Black dress shoes (no sneakers)

Ladies:

- White long-sleeved or $\frac{3}{4}$ -sleeved blouse (does not need collar; no sparkles; may not be see-through; may not be low-cut; sweaters not recommended)
- Black floor-length skirt or black dress pants with black belt (no jeans or skinny pants)
- Black stockings
- Black dress shoes (closed toe)
- No necklace; no dangle earrings or accessories that jingle or sparkle

Outdoor Field Day

Field day is a run-around, athletic day. Students should dress appropriately and modestly:

- Dress appropriately for the weather. In Colorado, this means you should bring layers. The mornings are chilly—bring sweatpants or sweatshirt.

- Bottoms: may wear sweats, jeans or shorts. Clothes may not be form fitting; no leggings. Bottoms may not have a logo or lettering across the seat of the pants. Shorts may not be short-shorts. Pants may not be baggy.
- Tops: Students may wear T-shirts. No logo or wording may be offensive. No tank tops, no sleeveless tops, no halter tops. Tops must not be tight. Tops may not show cleavage.
- No undergarments of any kind may be visible.
- Clothes may not have holes. Clothes may not reveal the midriff.
- Athletic socks and shoes should be worn.
- Hair, jewelry, and accessories must be in line with regular uniform policy with the exception that **students may bring hats and sunglasses.**

Indoor Field Day

Students should dress appropriately and modestly:

- Bottoms: may wear jeans or other casual pants. Clothes may not be form fitting; no leggings. Bottoms may not have a logo or lettering across the seat of the pants. Shorts may not be short-shorts. Pants may not be too baggy.
- Tops: Students may wear T-shirts. No logo or wording may be offensive. No tank tops, no sleeveless tops, no halter tops. Tops must not be tight. Tops may not show cleavage.
- No undergarments of any kind may be visible.
- Clothes may not have holes. Clothes may not reveal the midriff.
- Athletic socks and shoes may be worn.
- Hair, jewelry, and accessories must be in line with regular uniform policy. No hats are allowed

Spirit Days

Several times a semester, the school will celebrate a Spirit Day. On this day the polo and sweater or fleece may be substituted with approved MacLaren spirit wear. Anything purchased from our vendor is approved to wear on this day. No shirts received as part of an athletic team may be worn. Spirit shirts from 2009-2018 with the griffin logo are grandfathered in (former club shirts are not). Grey Highlander sweatshirts are approved.

Honors Assemblies

For the days set aside to honor a particular class or for Athletic Awards events, students from this class may wear uniforms or an appropriate, dressy outfit. Jewelry, hair, and make-up should be appropriate according to the MacLaren dress code.

Gentlemen:

- Shirt: Boys must wear a collared long-sleeved dress shirt and a tie. No t-shirts, no shirts with logos. Shirts should be tucked in.
- Pants: Boys must wear dress pants or khakis. No shorts, no corduroy, jeans or jean-like material. Belts are required.
- Shoes: Boys must wear uniform shoes or equivalent. No athletic shoes or sandals.
- Socks: Socks may not be ankle socks.
- Jackets are optional.

Ladies:

- Girls may wear skirts, dresses, or dressy pants. Girls' dress should be modest.
- Skirts and Dresses: Skirts and dresses must be no shorter than one inch above the knee. Skirts and dresses should not be tight. Dresses should not be low-cut; no cleavage may be visible.
- Pants: If girls choose to wear pants, they must be dress pants or khakis. No shorts, no corduroy, jeans or jean-like material.
- Shirts: Girls' shirts should be modest, meaning no low-cut necks, and not overly tight. No t-shirts and no logos. No undergarments may be visible.
- Shoes: No athletic shoes. No heels over two inches tall. No flip-flops.
- Jewelry: Jewelry should conform to usual school dress code.

Spring Formal

The purpose of the Thomas MacLaren Formal Dance Attire Policy is to ensure our students maintain modesty at all times on campus and at school-sponsored events. Students are strongly encouraged to be responsible with the Dress Code and Formal Dance Attire Policy by selecting attire that is modest and displays proper respect for self and others.

Ladies: Ladies may wear dresses or dress suits according to the guidelines below

- Dresses must have straps.
- Cleavage may not show at any time. Low cut dresses or tops are not allowed. To check for modesty, use the Palm Pilot Test (see below). No skin may show from beneath the pinky finger to the bottom of the dress for the duration of the dance and while on the property of the dance site.
Palm Pilot Test – Place your palm flat with all your fingers and thumb tightly together. With your thumb hooked onto the shelf (clavicle) at the base of your neck, hold your hand horizontally flat against your chest. There should be no skin showing beneath your pinky finger, only opaque fabric.
- The back of dresses or blouses may not be lower than the bottom of the shoulder blades.
- The highest part of the opaque hemline of a dress or skirt, including any slits, must be no higher than the top of the kneecap. Opaque is defined as not transparent or translucent; not allowing light to pass through.
- See through and/or excessively tight-fitting slacks, dresses or skirts are not allowed.
- Fishnet stockings and extreme hosiery styles may not be worn.
- Dress shoes should be worn; open-toed shoes are acceptable. No heels over three inches tall. No flip-flops.

Gentlemen:

- Tuxedos may be worn but are not required; jackets are required.
- Collared, long sleeved dress shirts must be worn. Shirts must be tucked in and buttoned for the duration of the dance and while on the property of the dance site. The top button may be unbuttoned and sleeves may be rolled up, if desired.

- A tie must be worn, properly knotted, for the duration of the dance and while on the property of the dance site. Ties may be loosened to the second shirt button from the top, but may not be taken off.
- Dress pants must be worn. Casual pants with pockets attached to the outside of the pants are not permitted.
- If the dress pants have belt loops, a dress belt or suspenders must be worn.
- Dress shoes and dress socks only.
- See through and/or excessively tight-fitting clothing are not allowed.

Everybody:

- Hair: hair must conform to normal uniform dress code
- Make-up must look natural; no extreme make-up can be worn. Black fingernail polish is not allowed; no make-up is allowed for boys.
- Jewelry
 - Modest jewelry for females is allowed. An object that has a purpose other than jewelry cannot be worn as jewelry (i.e. animal chains or collars, gauges, safety pins or tacks, etc.).
 - Male students must follow the usual guidelines for jewelry.
 - Female students may only have jewelry for piercings in the ears according to the below rules.
 - Female students may not have more than one earring hole filled per ear.
 - Earrings may not be excessively large (more than 3” diameter hoops).
- Spikes are not allowed on shoes or other clothing.
- Visible body piercings and/or tattoos must be covered at all times.

If students have any question or doubt whether an item of clothing, jewelry, hair style, make-up, etc. is acceptable, they must show it or provide a clear photograph of it to the appropriate Dean or their designee for approval at least two weeks prior to the dance. Selected female faculty/staff members, led by the Deans, will be on site during the dance to ensure only those students who are following this policy are permitted into the dance.

If you are uncertain about this policy or whether your attire conforms to it, you are highly encouraged to speak with the Deans at least two weeks prior to the dance. Violations of the Formal Dance Attire Policy any time during the dance and while on the property of the dance site may result in the student being denied entry to the dance or removed from the dance with no refunds given in either case.

IMPORTANT: Tags and receipts should be kept in case the attire is not approved. Parents and students should familiarize themselves with the store’s return/exchange policy prior to making a purchase. Many stores will not allow for returns, so make sure the attire you wish to obtain conforms to this policy prior to making any purchases. Thomas MacLaren School and its representatives are not financially responsible for any issues related to the non-approval of dresses, clothing, jewelry, hair styles, etc.

Thomas MacLaren School and its representatives reserve the right to deny entrance to the dance due to violations of the dress code which cannot be resolved. The final decision as to the safety and/or suitability of clothing, hair styles, jewelry, etc. will be left up to the discretion of the Head of School and/or the Deans.

D. Dress at “Home” Events

One aspect of maintaining our culture is respecting the approach to dress at home events such as home athletic events, drama performances, or high school socials. Dress may be casual, but should follow the general outlines found in the section above, Indoor Field Day. That is, clothes should not be tight or revealing, jewelry should follow dress code, and there should not be any verbiage on clothing that is offensive.

E. Exceptions for Reasons of Religious Observance

An exception to the MacLaren School uniform and dress code may be granted in deference to a student's sincerely held religious beliefs when the exception is consistent with the stated purposes of the dress code. To be eligible for an exception the item worn must be such as is commonly worn in public by adherents of a religious community to which the student belongs as part of their regular, habitual religious observance as such and not as a form of political or proselytizing speech.

Any student may request such an exception from the Head of School by providing 1) a written statement of the reason for the request that gives evidence that the student practices this observance from sincere religious belief; 2) a brief written statement by the student's parents that supports the request; and, if the Head of School is unfamiliar with the religious observance in question, 3) a statement from a member of the clergy of the religious community in question that briefly describes the norms that govern the observance in question and affirms that the item is commonly worn in public by adherents of that community as part of their regular, habitual religious observance.

The final authority to judge whether the requested exception is or is not consistent with the stated purposes of the dress code lies with the Head of School who will grant or deny the request on that basis.

VII. DAILY SCHEDULE

The following schedule is for Monday-Thursday. There will be no 7th Period on Friday. Dismissal on Friday is 2:40 p.m.

Morning Assembly	7:45 a.m. – 8:00 a.m.
Period 1	8:05 a.m. – 9:00 a.m.
Period 2	9:05 a.m. – 10:00 a.m.
Period 3	10:05 a.m. – 11:00 a.m.
Lunch (MS)	11:05 a.m. – 11:45 a.m.
Period 4A HS	11:05 a.m. – 12:00 p.m.
Period 4B (MS)	11:45 a.m. – 12:40 p.m.
Lunch (HS)	12:05 p.m. – 12:40 p.m.
Period 5	12:45 p.m. – 1:40 p.m.
Period 6	1:45 p.m. – 2:40 p.m.
Period 7	2:45 p.m. – 3:30 p.m.

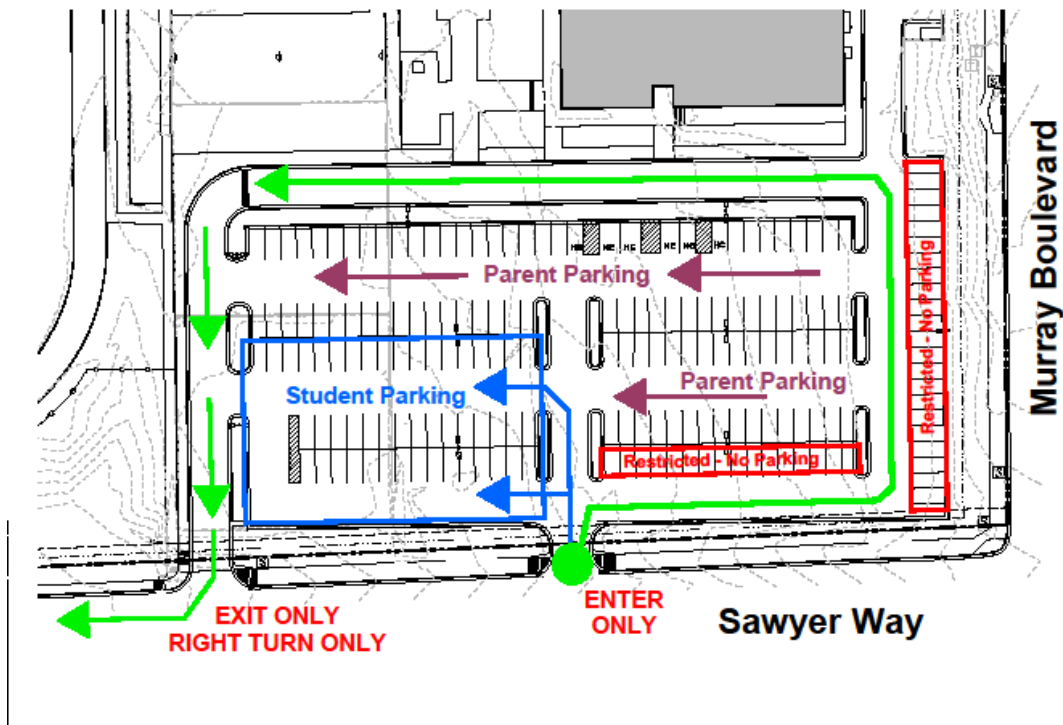
Classes are 55 minutes long. Passing periods are 5 minutes.

Two-hour delay: Dismissal on a two-hour delay day is 3:30 p.m., even if on a Friday.

Morning Assembly	9:45 a.m. – 9:55 a.m.
Period 1	10:00 a.m. – 10:45 a.m.
Period 2	10:50 a.m. – 11:35 a.m.
Period 3	11:40 a.m. – 12:25 p.m.
Lunch	12:30 p.m. – 1:00 p.m.
Period 4	1:05 p.m. – 1:50 p.m.
Period 5	1:55 p.m. – 2:40 p.m.
Period 6	2:45 p.m. – 3:30 p.m.

Classes are 45 minutes long. Passing periods are 5 minutes. Two-Hour Delay days will not include the mid-morning break or Period 7.

VIII. DROP-OFF, PICK-UP, AND PARKING



If your child is on school premises after 4:00 p.m. (Monday-Thursday), he or she will be signed into After School Study Hall (ASSH), and you will be responsible for payment according to the ASSH policy. Students in ASSH should be picked up directly in front of the school.

The following instructions apply to drop-off and pick-up times: 7:15-7:40 a.m. and 3:30-3:50 p.m. and 2:40-3:00 p.m. (F). Note that the Lower School drop-off time begins at 7:45 a.m., and pick-up is from 3:10-3:25 p.m. (M-TH) and from 2:20-2:35 p.m. (F). You cannot come before the Upper School pickup window as there will not be room in the lot. Lower School traffic should arrive no sooner than 7:40 a.m. for drop off, and Upper School traffic should arrive no sooner than 3:30/2:40 p.m. for pick-up. This is to avoid overlap between each school's traffic. Families with siblings in the Lower School may drop off siblings at the same time; refer to the Lower School Handbook for directions.

Please see the preceding map which accompanies these instructions.

ENTERING

- All parent traffic should enter the lot and TURN RIGHT.
 - There is a one-way traffic loop to the drop-off lane
 - Students should only be dropped off or picked up along the north lane

- To park: turn right and then turn left into a parking lane. All cars exit out of the west lane.
- STUDENT DRIVERS: Students will enter the lot and turn LEFT into their designated parking spaces.
- Any pedestrians moving from the parking lot to the entrance should cross the drop-off lane only where we have traffic monitors. Wait for verbal instructions from the monitor before crossing.
- *Please Note:* we have marked the bank of parking spaces along the drop-off traffic lane as RESTRICTED. We will have staff parking there; parents should NOT park there during drop-off and pick-up windows as there will be no way to back out into the traffic lane.

Pickup/Drop-Off: *if in this lane, you may not leave your car*

- Stay in RIGHT lane all the way around the parking lot.
- Pull all the way up to the **end of the lane, or all the way to the car in front of you.**
- Students may only enter/exit vehicles from the designated zone, and only on the right-hand side of the vehicle. Students exiting/entering vehicles from the left-hand side will be in danger from the left lane of traffic.
- Drivers in the pickup lane may pull out into a second, left lane once students have been picked up/dropped off, and only for the purpose of exiting the parking lot. Please do NOT merge back into the right lane once you have entered the left one. At the north corner of the lot, a traffic monitor will direct traffic to merge into one exit lane.
- The RIGHT lane has right-of-way. At the end of the pick-up/drop-off lane, each car in the LEFT lane must stop and wait until the RIGHT lane stops. Please pay attention to and follow the instructions of the monitor at the end of the lane.
- Watch for cars exiting the parking lot
- If your child does not come quickly to your vehicle, you may be asked to loop around again or to park. Please cooperate with the traffic monitors if they make this request.

EXITING

- There is one single-file lane on the north side of the lot
- All traffic proceeding RIGHT onto Sawyer.
- Cars exiting the parking area must yield to cars in the exit lane

Student Behavior during Pick-up Times:

During drop-off and pick-up, we have many cars and pedestrians in the same space. This makes safety our number one concern during this time. We enforce the following guidelines as a way to both protect the students and any guests of the school not in vehicles, and to allow the traffic to move in a timely manner. Students awaiting pick-up should remain in the designated waiting areas until their ride arrives; they should not approach moving vehicles, and should maintain a safe distance until their ride has come to a complete stop. To keep everyone safe, students may not throw or play with

basketballs, footballs, Frisbees, etc. They may not play run-around games such as tag in the waiting area. We ask that all students are picked up, at designated after-school activities, or in After School Study Hall, no later than 3:45 p.m. For this reason, Upper School students should not play in the plaza after dismissal. Thank you for your cooperation.

APPENDIX A – STUDENT ACTIVITIES HANDBOOK

ATHLETICS

At MacLaren, the student athlete is first and foremost a student. Coaches, team captains, and faculty work hard to promote excellence on the court or the field and not produce an athletics subculture in the school. An unhealthy preoccupation with athletics can produce an athletics elite, which would ultimately be divisive and detrimental to the community of learners. While always secondary to the academic life of the school, a healthy athletics program is nevertheless an important aspect of life at Thomas MacLaren School.

The athletics field or court is a kind of classroom where students learn lessons about teamwork, fair play, healthy competition, honorable victory, gracious defeat, respect for opponents and courtesy. The goals and objectives of the athletics program include:

- To seek victory through skill, teamwork, stamina, courage and commitment.
- To develop healthy bodies, agility, strength, endurance, mental discipline and athletic skill.
- To foster the growth of personal character by demanding the highest standards of good sportsmanship, by teaching loyalty and perseverance and by encouraging personal sacrifice for the sake of the team.
- To allow students the opportunity to participate on a team striving to excel, which may mean try-outs or unequal playing time at certain levels.

ACADEMIC COMPETITIONS

MacLaren will occasionally sponsor teams to participate in academic competitions with other schools. These single-event competitions and the activities leading up to them will be sponsored by the school at the discretion of the Head of School based on their contribution to the academic mission and culture of the school. All such activities will be supervised by a faculty member or approved school volunteer appointed by the Head of School.

STUDENT CLUBS

MacLaren also supports the formation of extracurricular student clubs. These clubs are for the purpose of:

- Extending and supplementing the curriculum and academic culture of the school.
- Allowing students to pursue common interests in an organized way.

All clubs must be free-standing, locally autonomous entities. They must not be parts or chapters of larger organizations. All clubs must be financially self-supporting through member fees, dues, or fundraising. MacLaren School will, however, provide escrow services for club funds. All club activities must be supervised by a faculty member or an approved school volunteer. All clubs may schedule school facilities during regular business hours for their meetings and activities, following the scheduling procedures set by the Head of School. All clubs may advertise their activities in school newsletters, bulletin boards, and so on, which have been designated by the Head of School for this purpose.

All clubs must be approved annually by the Head of School by submitting a written application that includes: a) the club name, b) name of the club leader/supervisor, c) statement of the club purpose, d) description of club activities, meeting frequency, and so on, e) description of how the club plans to fund its activities, and a description of what the club will require of its members.

ELIGIBILITY

All students are encouraged to participate in the MacLaren athletic program and other extracurricular activities. However, academic responsibilities are always the top priority. In addition, student athletes and students taking part in non-athletic activities are public representatives of MacLaren, which makes disciplinary matters relevant. Students may be removed from teams or clubs for academic or disciplinary reasons. For example, students who accumulate 1.5 hours of detention in one semester may become ineligible for extracurriculars that semester, including athletics. The Head of School oversees this process.

Moreover, students involved in any MacLaren extracurricular club or sport need to remain academically eligible for participation. Faculty members will review group rosters regularly and advise the Head of School of any student they are concerned about due to that student becoming deficient in any class. Several factors may be taken into consideration when determining student eligibility, including academic standing and effort to improve deficient grades. If a student becomes ineligible, due to multiple deficiencies or a drop in GPA below 2.0, then this status will be under review weekly.

ATHLETIC DIRECTOR-PARENT-COACH-ATHLETE-COMMUNICATION / EXPECTATION GUIDELINES

Both parenting and coaching are very challenging vocations. Through effective communication, each group is better equipped to accept the actions of the other and thereby provide greater benefit to our student athletes. Parents have a right to understand the expectations that are upon their child upon entering the Thomas MacLaren School Athletic Program. Both parents and coaches have a right to clear and open communication concerning the student athlete. In an attempt to clearly communicate with each other, we have set specific guidelines in order to benefit all involved.

I. Communication Expected from the Athletic Director

1. The Head of School sets the fees for participation.
2. The Head of School oversees all fundraising opportunities to ensure the adequate funding of all programs.
3. The Athletic Director determines and announces any changes or cancellations to the practice and contest schedule.

II. Communication Expected from the Coach

1. Expectations the coach has for your student athlete and all athletes on the team.
2. Discipline that results in the denial of your student athlete's participation.
3. Locations and times of all practices and contests.
4. Team requirements (fees, special equipment, etc.).

5. Injury procedures should your student athlete be injured during a practice or contest.

III. Expectations of Players

1. Understand the coach's expectations of you on and off the playing field.
2. Be prepared to give the coach your full attention and consistent effort in practice and in competition.
3. Figure out when and where it is the best time to discuss problems with the coach.
4. Learn to take criticism. Always ask, "What can I do to improve?"
5. Speak to the coach directly rather than behind his/her back. Schedule an appointment to discuss any problem after giving full consideration to the coach's point of view.
6. Evaluate your problem carefully and practice stating it without becoming emotional.
7. Notify the coach of any schedule conflicts well in advance.
8. Communicate about any injury or illness. Bring a doctor's note if applicable. A doctor's note is required for all head injuries.
9. As the student athlete becomes involved in our athletic program, he/she will experience some very rewarding moments. As with any life situation, there may also be times when things do not go well. Discussion with the coach is encouraged at all times.

IV. Expectations of Parents

1. Be a strong supporter of your student athlete, win or lose.
2. Encourage your student athlete to communicate directly with the coach.
3. Be a positive role model at home and at games.
4. Refrain from criticizing coaches in a public setting.
5. Remember that your speech, attitude, and actions toward a coach will influence your student athlete's opinion of the coach.
6. Address issues with the coach directly (See Part V. below).

V. Appropriate Concerns to Discuss with Coaches

1. The treatment of your student athlete's mental and physical health.
2. Strategies to help the student athlete improve.
3. Concerns or changes in your student athlete's behavior.
4. For questions about playing time, wait 24 hours after a competition before speaking with the coach.

It is very difficult to be objective about our children. It is also difficult to accept your student athlete's not playing as much as you may hope. Coaches are professionals. They make decisions constantly, based on what they believe to be best for all athletes involved. As you can see from the list above, certain items can be and should be discussed with the coach. Other items must be left to the discretion of the coach. **There is to be no contact between parents/players and coaches on Sunday.**

CYBER IMAGE POLICY: See Parent-Student Handbook, page 29.

BEGINNING-ENDING AN ACTIVITY & ATTENDANCE

Reporting: Student athletes/extracurricular participants are expected to report for a sport or activity at the beginning of each season. A student who wants to join a club/team after the official start date will be required to discuss that with the club leader or head coach and Athletic Director or Clubs Coordinator prior to joining the club/team and it will be handled on a case by case basis. Please refer to the school website, www.maclarenschool.org, for information regarding start dates and practice times.

Attendance: Student athletes/extracurricular participants are expected to attend all practices, meetings, and games. In cases where it is unavoidable to miss a practice, meeting or game, the coach/sponsor must be contacted personally prior to the absence. Individual coaches/ sponsors will establish rules of discipline for unexcused absences, in coordination with the Athletic Director or Clubs Coordinator. Students who miss more than one (1) school period, without a prearranged excuse, during a day will not be allowed to participate in a practice that same day.

Playing Time: At the sub varsity level (6th-JV teams), efforts will be made to allow athletes to participate and develop their skills. Participation during contests will be emphasized. At the varsity level, however, winning will be pursued, but not at the expense of academics, ethics, sportsmanship, or the health and well-being of the student athlete.

Dropping a Sport: All student athletes are strongly encouraged to complete a sport season that is started. When it is determined that circumstances necessitate dropping a sport, the athlete must make it known to the coach their intent to drop the sport prior to the time that they quit. All issued equipment must be turned in at that time. A student athlete may transfer to another sport only by agreement of the involved coaches. The student athlete will be required to meet the CHSAA required practice days in the sport to which he/she transferred.

ALCOHOL, DRUGS, OR TOBACCO

Specific training rules are established by each sponsor and coach in accordance with the individual requirements for the particular activity or sport. Students involved in activities and athletics are expected to be aware of and to obey all training rules. Additionally, the following rules apply to all extracurricular activities offered at Thomas MacLaren School.

1. Use of illegal drugs will not be tolerated. The use of tobacco (including but not limited to vaping & chewing tobacco), illegal use of alcoholic beverages or prescription drugs, unless prescribed by a physician for the student athlete, **will not be tolerated**. If you are attending a gathering where alcohol, drugs, tobacco, etc., are being consumed illegally in your presence, you must leave the gathering immediately. If such activities are witnessed by school staff, students or adult members of the community at any time, and it is confirmed by the School administration, or if a student is convicted of a drug or alcohol related offense, the following disciplinary measures will be taken:
 - A. 1st Offense: Suspension from the next 20% of scheduled competitions or events. If the suspension is not completed during the current season, then

it will carry over into the next season. Athletes are expected to practice during the suspension. (If you play on multiple levels, (i.e., JV and Varsity) you will miss 20% of each level of games/events in which you would have played).

B. 2nd Offense: Suspension from all scheduled competitions/events for one calendar year from the time of the offense. You may re-gain eligibility prior to the calendar year under the following conditions:

- Suspension for the remainder of the current season if in-season.
- Suspension from next 40% of the competitions/events in the next activity/sport.

C. 3rd Offense: Suspension from all scheduled competitions/events for the remainder of your high school career at Thomas MacLaren School.

Following a third offense, student may appeal to the Head of School.

2. The severity of the circumstances may result in expulsion for the season or year, upon review by the School administration.
3. We do not differentiate between in season and out of season. As a participant of an extracurricular activity, we expect commitment throughout the year.

TRANSPORTATION

Thomas MacLaren School does not provide transportation for students. Guardians must provide or arrange travel for their students. Please contact the Athletic Director or Clubs Coordinator if you have any questions or need further clarification.

OUT OF SEASON ACTIVITIES

Each coach/sponsor, whether coaching that season or not, should encourage athletes/participants in the current season. No practices shall be conducted at any time that conflicts with other seasons. When a coach is sponsoring opportunities during the school year, the following guidelines shall be followed:

1. The opportunity will not occur at a time of day when the “in season” sport is holding regular practices. Open gyms, weight room sessions, etc. should be in the evening after regular practice times or early in the morning before the regular practice times. Only students not in-season are eligible.
2. Thomas MacLaren School contracted coaches will provide practice and workouts only (no parent, volunteers). No coach employed by Thomas MacLaren School will form teams or take individuals to outside competitions that would conflict with any in-season sport.
3. The practice and workout opportunities provided will begin only after the “in season” sport season is at least one month (30 days) into their sport season.
4. If an activity is coach sponsored then a coach must always be present and the student athlete may not be left alone when using school facilities or equipment.

DUAL SPORTS PARTICIPATION

Dual sports participation involves an athlete participating in two sports whose competitive seasons are simultaneous or have some portion overlapping. This policy does not allow a student involved in a sport to participate in “open gym” type activities while in another school sport.

1. If a student athlete desires to participate in dual sports, he/she must notify the Athletic Director in **advance** of the sports season's official starting date.
2. The Athletic Director will at this time arrange a meeting involving the athlete and the head coaches of both sports. The guardians of the athlete will be invited to the meeting and may attend if they desire.
3. At the meeting, the group will consider the request of the athlete to participate in dual sports. The stated philosophy and goals of Thomas MacLaren School Athletic Programs will be considered as the group works to accommodate the student's request.
4. They will arrive at a conclusion that determines if the request is a workable situation and will be in the best interests of all athletes and coaches affected by the decision.
5. The athlete must indicate the sport that will be the "primary sport" in the case of a conflict on competition and/or practice days. The athlete would then be required to attend that "primary sport" event on the day of the conflict.

COMPETING AT ANOTHER SCHOOL

Thomas MacLaren School is a member of the Colorado High School Activities Association (CHSAA). If Thomas MacLaren School offers an athletic program, then a student **cannot** participate at the same level of play offered at another school. If, however, Thomas MacLaren School does not offer a program or certain level within a program, a student may try out for teams at another school. If Thomas MacLaren School offers a varsity team but not a JV team, a student can play for a JV team at another school but would NOT be able to play at the varsity level for another school. The process for doing this is:

1. Speak to the Athletic Director at Thomas MacLaren School prior to the start of the season to discuss CHSAA policies regarding this.
2. Speak to the Athletic Director at the school that you want to play at to get information on their policies and details about the particular sport.
3. Bring the schedule of games to the Athletic Director to discuss early release dates.
4. The other school may want you to bring in weekly grade checks for eligibility purposes. The student is responsible to set up the details for that to happen.

Appendix B – Athletic Activities Information and Signature Pages

In order to participate in Athletic Activities at Thomas MacLaren School, students must receive a **PASS TO PRACTICE**, which will be given to the student once the following items have been returned to the Main Office and approved by the Athletic Director.

Students interested in athletics must submit the following items:

1. Payment:

A. **High School Sport Registration Fee: \$150**

(Reduced lunch students \$75; Free lunch students \$37.50)

B. **Middle School Sport Registration Fee: \$100**

(Reduced lunch students \$50; Free lunch students \$25)

Payment is required for each sport that a student participates in.

2. Physical/Activities Release Form (must be completed by Physician—may use form provided by Physician or form in this packet)

3. Signature Pages

You must read the attached guidelines, sign and return the signature pages for the student to be eligible to participate in our athletic programs. Your signature is your agreement to follow the policies and procedures in this packet.

This paperwork needs to be completed for each sport the student participates in. A physical need only be completed once per year.

Student Name: _____ Grade: _____ Sport: _____

<p><u>For Office Use Only:</u> PAYMENT: \$ _____ <u>Payment Method:</u> CASH</p> <p>Registration received on _____ by _____ CHECK or CREDIT CARD via My School Bucks</p> <p><u>Athletic Director received the following:</u></p> <p>Completed Signature Pages _____ Physical _____</p> <p>All mandatory paperwork & payment has been received and student may receive a Pass to Practice: _____</p>

STUDENT NAME: _____

GRADE: _____ **SPORT:** _____

Check the box that applies to your child's physical:

Physical already on file for this year OR New physical below or attached.

CHSAA STATEMENT BY PHYSICIAN FOR ATHLETIC PARTICIPATION:

(May use this form or one provided by your child's Health Care Provider)

I hereby certify that I have examined _____

on ____/____/____ and that the student was found physically fit to engage in:

- **High School / Middle School** (circle one)
- **Basketball, Cross Country, Soccer, Track & Field, Volleyball.** (Cross out any sport in which student should not participate.)

Physician Signature: _____

Date: _____

(Valid for 365 days unless rescinded*)

Physician Printed Name: _____

Physician Address: _____

***If student is pulled from play/practice due to injury, student must provide a doctor's note authorizing return to play.**

HEALTH CARE PROVIDER'S COMMENTS:

STUDENT NAME: _____

GRADE: _____ **SPORT:** _____

Student Initials	<u>CONCUSSION WAIVER</u>	Guardian Initials
	A concussion is a brain injury, which must be reported to parents, coaches, and medical professional.	
	A concussion can affect the ability to perform everyday tasks such as the ability to think, balance, and perform in the classroom.	
	A concussion cannot be “seen.” Some symptoms might be present right away, while other symptoms appear hours or days after the injury.	
	I will tell my parents, coach, and/or a medical professional about my injuries and illnesses.	
	If I think a teammate has a concussion, I agree to tell my parents, coaches, and/or medical professional.	
	I will not return to play in a game or practice if a hit to my head or body causes any concussion related symptoms.	
	I agree that I will provide written permission from a medical professional for my child to return to play or practice after a concussion.	
	I understand that I am/my child is much more likely to have another concussion or more serious brain injury if return to play occurs before concussion symptoms go away.	
	Sometimes repeated concussions can cause serious and long-lasting problems.	
	I have read the concussion symptoms on the Parent/Athlete Concussion fact sheet.	

ATHLETIC INSURANCE STATEMENT (Parent initials required)

_____ My child is covered under a family medical plan.

_____ My child does **NOT** have insurance. I will assume responsibility for payment of expenses incurred in the event of injury to my child. Thomas MacLaren School will not be held responsible for any medical bills or debts resulting from any injury to the above-named child while participating in an athletic activity practice, scrimmage, contest, or event.

TRANSPORTATION AGREEMENT

Parents/Guardians must be on time to sign out the student athlete for a game or practice. If, after receiving a warning, the student is still picked up late, the student may be removed from the team.

I, the undersigned Guardian of the student athlete/student club participant, understand that Thomas MacLaren School does NOT provide transportation for athletic or club practices, competitions, et cetera and that it is the guardians' responsibility to set up and provide transportation and carpooling for their children.

In the event that my child is transported by a School employee (Faculty, Staff, or Coach) for any reason, then I, on behalf of myself and my child, hereby release and waive any claim of liability against Thomas MacLaren School and its officers, directors, leaders, teachers, employees, agents, and volunteers (together, "Released Parties") with respect to any damage, loss, illness, injury, or death related to or arising out of my child's participation in Athletic / Extracurricular activities.

I also agree to indemnify and hold harmless the Released Parties with respect to any claim asserted by or on behalf of me or my child as a result of damage, loss, illness, injury, or death related to or arising out of my child's participation in activities.

I UNDERSTAND THAT THIS WAIVER AND RELEASE APPLIES TO ALL CLAIMS, INCLUDING CLAIMS ARISING OUT OF THE NEGLIGENCE OF THE RELEASED PARTIES, but does not apply to claims of criminal conduct, intentional or reckless tortious acts, or gross negligence.

GUARDIAN CONSENT

WARNING: Although participation in supervised athletic activities may be one of the least hazardous ways in which any student will be engaged, by its nature, participation may include:

RISK OF INJURY, which may range in severity from minor to long term catastrophic. Although serious injuries are not common in supervised school athletic programs, it is impossible to eliminate the risk. Participants can and have the responsibility to help reduce the chance of injury. ***Players must obey all safety rules, report all physical problems to their coaches, follow a proper conditioning program, and inspect their equipment daily.***

I hereby give my consent for my child listed above to compete in athletic activities for Thomas MacLaren School. I have read the rules stated on the attached pages and agree with the expectations placed upon my child.

Guardian Signature: _____ Date: _____

STUDENT CODE OF CONDUCT

I have read the [Student Activities Handbook](#) and agree to abide by it.

Student Signature: _____ Date: _____